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ABSTRACT

This instructor's guide accompanies the student booklet/unit on personal finances in the Employability Skills Series. (The student booklet is available separately as CE 031 163.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next section. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

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Instructor's Guide

Personal Finances

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Instructor's Guide
Personal Finances

June, 1979

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DIVISION OF VOCATIONAL EDUCATION

This public document was promulgated at a cost of $1100.57 or $1.10 per copy to provide educators with employability skills instructional materials to be used with secondary school students and adults.

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The Employability Skills Series

What Are Employability Skills?

Employability skills are the nontechnical, cross-vocational skills related to getting and keeping a job. These skills include such abilities as choosing an occupation, filling out an application form, managing personal finances, getting along with people on the job, practicing good work habits, and resigning properly from a job.

What Is the Employability Skills Series?

The Employability Skills Series is a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The purpose of the series is to provide educators with ready-to-use student materials that are competency-based and validated for effectiveness and acceptability in actual classrooms. Oriented to young adults but written at approximately the fifth-grade reading level, the materials have a flexible format that can be used in a variety of instructional settings.

The materials were developed systematically. First, objectives describing competencies were selected and adapted from a catalog of objectives validated by Florida educators. Next, objectives were defined for each unit of instruction. Instruction, activities, and tests were then designed and written for each objective. The objectives thus became the structural elements of the units, with the instruction organized around them. Since instruction and standards of performance are given for each objective, the units lend themselves to competency-based instruction. Each objective or unit in the series can be used alone or in conjunction with the other objectives or units.

The materials have been thoroughly field-tested and revised until students tested achieved the competencies described in the objectives. Comments and questionnaire responses from Florida educators and students were used in revisions to ensure that the format and reading level are appropriate for actual classroom use.

Components in the series are:

Six student booklets (with instructor's guides)

Choosing an Occupation—How to obtain personal and occupational information necessary for making career choices.

Your Job Search—How to prepare for the job hunt, get leads, make contact with the employer.

Applying for a Job—How to write resumes, fill out application forms, take preemployment tests, interview for jobs.

Good Work!—How to develop good work habits like performing tasks responsibly, observing safety rules, following instructions.

Personal Finances—How to save, shop, bank, budget, fill out tax forms, check payroll deductions, balance a checkbook.

Job Changes—How to handle promotions, resignations, job losses, career changes.

A filmstrip (with cassette and instructor's guide)

Your Job: Will You Keep It?—How to keep a job by practicing good work habits and getting along with others.

A game (with instructor's guide)

Job Scene—How to make on-the-job decisions related to good work habits and interpersonal relations.

A resource guide

A Guide to Employability Skills Materials—Annotates available resources that represent a wide range of media;

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lists the names and addresses of publishers and other helpful sources; lists materials developed in Florida.

Who Teaches Employability Skills?

At some time in their lives almost all students will need the skills related to getting and keeping a job. These employability skills are taught by occupational specialists and guidance counselors through workshops and minicourses, and by vocational instructors and academic teachers who relate the skills to certain aspects of their courses. Here are some suggested topics within the area of employability skills that can be integrated into classroom activities and curriculum:
curriculum:

Guidance counselors
aptitude and interest inventories, occupational information, decision-making skills, career development and advisement, interpersonal relations

Language arts instructors and business instructors
filling out application forms, work-related vocabulary development, writing resumes and letters of application, interviewing skills, communication skills, taking telephone messages, using correct grammar and spelling, following oral and written instructions

Mathematics instructors
basic operations, work-related computational skills, budgeting, tax computation, cost of credit, interest calculations, banking

Physical education instructors and home economics instructors
health habits, appearance, nutrition, safety

Vocational educators, cooperative program coordinators, career education specialists, occupational specialists, placement personnel
all employability skills, including following instructions, observing safety rules, and using time and materials well

Social studies instructors
unemployment, career changes in our mobile society, effect of technology and rapid change on society's occupational needs and an individual's career choice

Validation of the Series

The Employability Skills Series is based on objectives and test items in the *Florida Catalog of Occupational Education Objectives: Employability Skills.* The objectives were validated for relevance and comprehensiveness by a statewide network of persons representing business, education, and government. Test items in the catalog were evaluated in classrooms in rural, urban, and transitional counties in Florida.

Based on these validated objectives, the Employability Skills Series of competency-based instructional materials was developed using systematic instructional design techniques. All Employability Skills materials went through several cycles of testing and revision. Revisions were made in response to pretest-posttest results and questionnaires obtained from Florida educators and students. This ensures that the materials are effective, acceptable, and at an appropriate reading level. This unit, *Personal Finances,* was tested in rural and urban schools with vocational and academic students from eighth through twelfth grade. Field trials indicated that, for most objectives, 80 to 100 percent of the students who completed instruction on an objective were able to pass a test on that objective. In addition, student and instructor attitudes toward the materials were favorable.

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How to Administer the Unit

Purpose

Personal Finances was developed to: (1) increase student awareness of the importance of good money management, and (2) provide students with learning activities for practicing the skills needed to become proficient in managing their financial affairs (banking, paying taxes, borrowing, buying, saving, and budgeting).

Major Concepts to Be Developed

Since the following primary concepts go beyond a statement of the unit objectives to form a conceptual framework for the unit, you may wish to discuss and develop them with the class.

- *A person's financial situation can affect his/her success on the job.* A worker who is concerned about bills or harassed by creditors can't concentrate on the job. In addition to calling the employee at work, creditors may contact the employer, causing embarrassment to the employee. Other consequences of a poor financial picture are losing money, time, or even a job, and being taken to court.
- *All workers need certain basic mathematical skills and the ability to read and understand forms and contracts* so that they can manage their personal finances. Lack of these skills can be very costly over a lifetime.
- *A budget is a realistic plan for relating spending to income.* Since spending must not exceed income, an important first step in developing a budget is keeping a record of expenditures.
- *A good budget reflects a person's priorities based on his/her discrimination between needs and wants.* A budget helps the person use his/her money for those things s(he) feels will provide the greatest satisfaction and return.
- *Buying on credit is convenient, but it can be risky.* Great care should be taken to avoid owing too much money at any one time. A lot of small payments can add up to an amount that is too large to pay.
- *Some ways of borrowing money or buying on credit are cheaper than others.* Knowing the difference can save money.

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List of Student Objectives

The following list of student objectives (descriptions of intended learning outcomes of the unit) also appears in the front of the student booklet. It is included there to let the student know exactly what s(he) is expected to be able to do after completing the unit. It can also be used as a table of contents for the booklet and as a checklist for keeping track of the student's progress as s(he) works through the booklet.

This list gives the objectives in a short form for convenient reference. There are two kinds of objectives: performance objectives and knowledge objectives. Further explanation of the objectives, including standards of performance, can be found in this guide under *Unit Test Answer Key* (for the knowledge objectives) and *Performance Test Answer Key* (for the performance objectives).

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1. List three paycheck deductions.
2. Identify four fringe benefits.
3. List three services that taxes pay for.

4. Fill out a federal income tax form.
5. List five smart shopping rules.
6. List four dangers of buying on credit.
7. List three results of not making credit payments on time.
8. List three reasons for keeping a budget.

9. Balance a personal budget.
10. Identify five types of insurance.
11. Identify high and low interest loan sources.
12. List three benefits of keeping a savings account.

13. Fill out a deposit slip.

14. Write a check.

15. Balance a checkbook.

Performance Objectives are marked

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Content Outline

I. Collecting Your Pay
- A. Deductions
  1. Federal income tax
  2. FICA (Social Security)
  3. Insurance
  4. Union dues
  5. Retirement plan
- B. Fringe benefits
  1. Time off with pay
     a. vacations
     b. holidays
     c. sick pay
  2. Insurance plans
     a. health
     b. life
  3. Benefits required by law
     a. Social Security
     b. workmen's compensation
     c. unemployment compensation
  4. Other benefits
     a. retirement plans
     b. on-site medical programs
     c. bonuses
     d. profit-sharing plans
     e. disability benefits
     f. education and advancement benefits
     g. recreational benefits
     h. credit unions

II. Paying Taxes
- A. Benefits
- B. Filing federal income tax

III. Learning Good Buying Practices
- A. Guidelines
  1. Think ahead.
  2. Buy only what you need and will use.
  3. Compare prices.
  4. Compare quality.
  5. Compare quantity.
  6. Wait for sales.
  7. Buy items with guarantees.
  8. Avoid credit buying.
- B. Dangers of buying on credit
  1. Credit costs money.
  2. Credit discourages shopping around.
  3. Credit makes it hard to control spending.
  4. You will get into trouble if you don't pay your bills.

IV. Paying Bills on Time
- A. Importance of paying on time
- B. Consequences of not making credit payments
  1. Lose the item you purchased
  2. Lose some or all of the money paid in
  3. Get a bad credit rating
  4. Have to pay a late charge
  5. Be taken to court

V. Planning a Personal Budget
- A. Reasons for having a budget
  1. To show you where you spend your money
  2. To help you plan how to live on your pay
  3. To give you records for use in filling out tax forms
  4. To help you save for unexpected expenses
  5. To help you plan for large purchases without borrowing
- B. Developing a budget
  1. What a budget does
  2. Discovering present spending habits
  3. Deciding where you want your money to go in the future
  4. Planning your budget to get the most for your money
  5. Using a budget worksheet

VI. Finding Out about Insurance
- A. Types of insurance
  1. Life
  2. Health
  3. Homeowner's
  4. Automobile
     a. liability
     b. collision
     c. comprehensive

B. Advantages of insurance
   1. Compensation for loss of property
   2. Help in paying medical bills
   3. Benefits for survivors in case of death

VII. Borrowing Money
A. Places with low interest rates
   1. Banks
   2. Credit unions
   3. Borrowing on life insurance policies
B. Places with high interest rates
   1. Loan companies
   2. Mail order loans
   3. Pawnshops
C. Borrowing from friends (no interest)

VIII. Opening a Savings Account
A. Advantages
   1. Makes interest money for you
   2. Helps you save for the future
   3. Keeps your money safe
   4. Shows others you are careful with money
B. Filling out a deposit slip

IX. Checking Accounts
A. Keeping records of checks and deposits
B. Writing a check
C. Balancing a checkbook

Competency-Based Structure of the Unit

Competency-based instruction is designed to bring each student to a preset standard of performance on a well-defined task, or competency. The task to be performed is described in an *objective*, which also states the conditions under which the task will be performed and the standard of performance that must be achieved.

Let's look at an example. Suppose you're teaching a ten-hour course in bike riding. At the end of the course, Emily can ride with no hands on the handlebars and do figure eights. John can just do straight riding, while Amy still hasn't got the hang of riding on two wheels. You might decide to give Emily an *A*, John a *B* or *C*, and Amy an *F*.

In a competency-based course you decide *before the course begins* what skills the student must master to pass the course. These are translated into objectives, which are communicated to the student. For instance, an objective might be: "Ride a bicycle for 200 yards on a level paved road without stopping." Emily may be able to do this after one hour. John will be able to do it before the tenth hour. But Amy will need extra help—perhaps a different type of instruction or extra hours of coaching.

At the end of the course, if the extra instruction succeeds with Amy, all three students can ride a bike and all receive a "pass" for that objective. The goal of competency-based instruction is to have all students reach the preset standard of competence. This goal is met by adjusting the amount of time and instruction to the individual, rather than keeping the time and instruction constant and comparing one student's performance after the instruction to another's by assigning grades from *A* to *F*.

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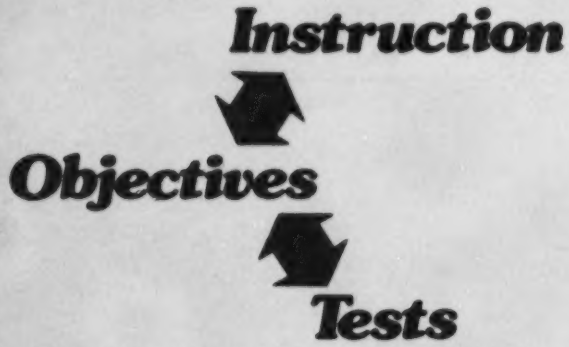
This story illustrates some of the features of competency-based instruction:

1. Objectives are stated in terms of observable, measurable activities.
2. Students, as well as instructors, have a list of the objectives. If the student is expected to do something, s(he) must be told what it is.
3. The instruction and tests are matched to the objectives.



4. A student's performance is evaluated in comparison to the test standard, not to the performances of other students. If the performance meets that standard, the student passes the objective. If not, the student does not pass the objective and should be given additional instruction until s(he) can.

The structure of *Personal Finances* fits well into competency-based instruction. This unit, like all others in the Employability Skills Series, contains:

- *objectives* describing intended learning outcomes
- *instruction* on each objective designed to help students attain competence
- *tests* to measure each student's competence on each objective by comparing his/her performance to a test standard rather than to other students' performances.

The emphasis is on encouraging each student to continue working on each objective until s(he) masters the competency.

In the Employability Skills Series, two types of objectives have been designed: *knowledge objectives*, which tell the student the *information* s(he) should know by the time s(he) completes the instruction (e.g., list five smart shopping rules); and *performance objectives*, which tell the student what *skills* s(he) must have before finishing the unit (e.g., balance a checkbook).

A student's competence in the *knowledge objectives* is measured by a written unit test, or posttest, which s(he) takes after completing the booklet. Check the student's unit test against the answer key to see whether all questions covering the knowledge objectives were answered correctly. A student who does not make a passing score on the posttest should be told which objectives s(he) still needs to work on, and s(he) should receive additional instruction until s(he) can pass the posttest. In this way, you ensure that each student achieves competence on the knowledge objectives. Some students may succeed on the first attempt; others may need a second or third try.

The *performance objectives*, marked with an arrow, require the student to demonstrate his/her ability to perform a task. For each performance objective, there is a performance test located within the student booklet. Each performance test includes directions for carrying out the performance test and a performance checklist by which the student's performance will be assessed.

After the student completes the performance test, s(he) shows it to you and you check it against each item on the checklist. Point out any deficiencies in the student's performance and encourage the student to correct them.

In this way, performance tests are part of competency-based instruction, the student receiving instruction and working on

an objective until s(he) can demonstrate competence on that objective. The *Instructor Record Sheet* on page 75 is included to help you keep track of whether *each* student has passed *each* performance objective.

Procedures

The student booklet is self-contained, self-instructional, and designed for flexibility so that it can be used in a variety of ways. The basic procedures described below for using the unit were effective during field testing. Working at their own pace, without additional activities, field-test students took an average of 10 to 15 hours to complete the booklet. However, the unit can be supplemented, expanded, or shortened to suit you and your classroom.

As the instructor, you may wish to follow these steps:

1. **Look over the student booklet.** Decide whether to use the unit as it is, to shorten it by eliminating some objectives, or to expand it by including additional activities and resources. Note: If any objectives are omitted from the instruction, the test items corresponding to those objectives should be deleted from the unit test.

2. **Administer the pretest.** This is optional; the unit will be effective without it. However, pretest results may be useful for (1) obtaining information on how much the class already knows about the knowledge objectives or (2) selecting objectives for individual students, if desired. This test covers only the knowledge objectives. The pretest (*Unit Test: Form A*) is on page 41 of this guide; the answer key is on page 38. Record the result (either pass or fail) on the *Instructor Record Sheet* under "Pretest."

3. **Distribute and introduce the booklet to students.** Conduct a brief discussion of the importance of money management, and relate the topic to your course. This may be a good time for a filmstrip or movie on the subject (see *Resources*), or for having students who have bank accounts or credit cards describe their experiences. Then introduce the booklet itself. Have students read the objectives on page 7 of the booklet. Explain:

   - that the objectives describe what they will be learning to do
   - how the knowledge objectives differ from the performance objectives in terms of content and testing procedure
   - the relationship between the objectives, self-tests, performance tests, and the unit test, and the differences between the kinds of tests
   - the procedure you will use for checking their work. (See *Classroom Management.*)

4. **Have students work through the booklet.** The booklet is self-contained and self-instructional; it is designed to teach the knowledge and skills tested in the unit test and the performance test. While students go through the booklet, you will be:

   - *answering questions.*
   - *managing the instruction.* See that students are working on the correct objective and have the necessary materials; check the performance tests against the checklists to be sure the student has correctly performed the task, etc.
   - *providing enrichment activities and resources.* Filmstrips, field trips, and other activities, such as those suggested in the section *How to Enrich the Unit,* increase motivation and make the unit more interesting to students. For students at the higher

grade levels, it is particularly important to supplement the unit with more challenging activities to maintain their interest.

5. **Review the unit.** If students are taking the posttest (*Unit Test: Form B*) on an individual basis, they should be encouraged to review the unit on their own by making sure they can do the knowledge objectives before taking the posttest. For this purpose, the student booklet contains a unit review page. If the whole class will be taking the posttest at the same time, it is helpful to review the objectives as a class.

6. **Evaluate and record each student's progress.**

   Self-Tests. You do not need to check the self-tests on the knowledge objectives in the student booklet. These tests are part of the instruction, a way for the student to test himself/herself on questions similar to those which s(he) will have to answer on the unit test upon completion of the unit. It is the unit test that evaluates the student's competence on the knowledge objectives; the self-test is simply part of the instruction.

   Performance Tests. Student responses to the performance tests contained in the booklet should be shown to you for your approval. If the student passes the objective (i.e., the student's work meets *all* of the criteria in the checklist), put a *1* under that objective on the *Instructor Record Sheet.* If the student's work does not meet all the criteria, a *0* should be entered under that objective, and the student should receive additional instruction until s(he) is able to pass the objective.

   You may wish to change or add criteria to the checklist. If so, inform the students of the changes and see that adequate instruction is provided to enable students to meet the new criteria. Once the student has been checked off for a given performance objective, s(he) does *not* have to do it again after completing the unit.

   Unit Test. A student's competence on the knowledge objectives is measured by a written unit test, or posttest, which s(he) takes after completing the unit. Two forms of the unit test are given in this guide. There are slight differences in the two forms, but they cover the same objectives and have the same correct answers, which are given in the *Unit Test Answer Key.* Form A can be used as a pretest and Form B as a posttest. If any objectives have been omitted from the instruction, the corresponding questions should be omitted from the unit test.

   Check the student's unit test against the answer key. If the student did not answer each question correctly, you should point out which knowledge objectives need further work, and direct the student to additional study on those objectives. This may consist of reviewing the appropriate section of the unit, using alternative resources, receiving individual tutoring, or working with other students in a small-group problem session. The emphasis should not be on the student's failure, but on encouraging the student to continue working on an objective until the competency is mastered.

   If a large group of students has difficulty with a particular objective, you may wish to review that section of the unit with the class. Before administering the unit test, decide what the passing score should be. In field testing, the passing score on the unit test was set at 80 percent. For this particular unit, students had to answer eight questions out of ten correctly to receive a passing score of at least 80 percent.

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Record the results of the posttest on the *Instructor Record Sheet,* under "Posttest, 1st Try." These results should be recorded on a pass-fail basis for the test, such as using a *1* for a student who makes the passing score and a *0* for a student who does not. A student who does not pass should receive additional instruction on the objectives missed until s(he) can pass the posttest. Form A may be used for a second try on the posttest. All students should eventually achieve a passing score on the posttest, and have a *1* entered under "Posttest" on the *Instructor Record Sheet* before leaving the unit.

Summary of Requirements for Completing the Unit

The student has completed the unit when s(he) has:

1. made a passing score on the posttest (unit test)

AND

2. passed the performance tests.

Classroom Management

Different management plans will work best for different instructors, depending on the classroom situation. Three plans that were used successfully by field-test participants are described here.

Plan 1.
Allow each student to proceed at his/her own rate through the entire booklet. The student stops only to have the performance tests checked by the instructor. This plan provides maximum individualization but requires the most instructor time. The instructor answers questions, records student progress, and works with individual students to see that they are working on the correct objective and have the necessary materials.

Plan 2.
Assign one objective at a time to the class, with a deadline for completion.

Plan 3.
Assign a group of related objectives to the class, with a deadline for completion.

Plans 2 and 3 require less instructor time and make it simpler to schedule filmstrips, speakers, field trips, and other class activities related to specific objectives. Students who finish the objective or group of objectives early can be given enrichment activities related to the unit or can assist other students. In some vocational classes, students have been given shop projects to work on until the others finish.

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Special Notes on Handling Student Activities

Some of the performance objectives require students to perform basic mathematical operations, including addition, subtraction, multiplication, and computation of percent. A review of these mathematical processes may be necessary to prepare your students to perform the required tasks:

- filling out an income tax form (Objective 4)
- balancing a personal budget (Objective 9)
- filling out a deposit slip (Objective 13)
- balancing a checkbook (Objective 15)

The income tax section in particular may cause difficulty for those students who cannot do certain mathematical operations, such as calculating percentage. Emphasize to these students that they need not be discouraged when they have trouble filling out the back of the tax form; they can choose to have the IRS figure their tax for them. To do this, they need only follow the directions in the government instruction booklet and fill out the first half of the form. You may wish to encourage some of your students to do this, and give them practice in filling out the form that way.

The appendixes of this instructor's guide include data sheets on each person discussed in the income tax section of the student booklet. You can reproduce these sheets and distribute them to your class along with blank income tax forms. Or you can develop your own income tax problems using the sheets as a guide. Answer sheets (completed forms) can also be found in the appendixes.

When introducing the objectives on income tax and balancing a checkbook, it is a good idea to emphasize the need for developing general skills in reading and following instructions, rather than stressing the mastery of a particular form, which may change from year to year or from one bank to another. A classroom display of checkbook balancing (reconciliation) forms obtained from various local banks can effectively illustrate this point.

Because of the detailed, technical nature of these objectives, *all* students will need close supervision and frequent teacher-student interaction. For this reason, several activities in the student booklet require the students to have their work checked by the instructor. Answer keys for the income tax activity and the budget activity have been provided in this guide (see *Appendix 1*). Students who go through the booklet without developing a full understanding of the concepts may experience confusion and frustration when they first encounter an activity or performance test for which answers are not provided. Field-test evaluation has shown that if the instructor works closely with the student early in this process, such problems can be avoided.

Objective 9 relates to developing a budget. In the booklet, the student simply changes a budget to allow for savings. You may wish to expand on that objective by having the students develop actual budgets for themselves. For this purpose, a blank budget worksheet is provided at the back of the student booklet.

A good way to begin *Personal Finances* is to discuss the relationship between income and expenses and the need to plan spending. Students can be encouraged to keep their own daily or weekly record of personal spending, which will prepare them for Objective 9. By the time they are ready to develop their own budgets, they will have some valuable information about their spending habits.

Materials Needed

All the materials needed to complete the unit are included in the student booklet, except for the income tax (1040A) forms, which are contained in this instructor's guide. You may wish to add other materials, however. Especially useful would be current tax forms, tax booklets, and free instructional materials, which are available from the Internal Revenue Service. The IRS will be happy to provide you with a class set of their tax teaching program (see listing under *Resources* in this guide).

The chart of optional enrichment activities on page 20 of this guide contains a list of the materials needed for each activity.

Florida educators have permission to reproduce pages for classroom use from the student booklet and instructor's guide. One method of reproducing pages is to make thermal spirit masters (ditto masters). This is done by removing the page you want to copy from the booklet, and then running the page through a thermal copier with a special spirit master. (If you do not wish to destroy the booklet by removing a page, simply photocopy that page and make a master with the photocopy.) The master can then be used on a fluid copying machine (ditto machine) to make multiple copies of the original page. The special spirit masters are available from several companies and may be obtained from your school.

A thermal copier can also be used to make overhead transparencies of pages of the booklet for classroom use. For example, blank checks, deposit slips, and checkbook balancing forms may make instructive overhead transparencies. Blank copies of all forms used in the student booklet are included in the appendix to this guide for duplicating purposes.

If you are unfamiliar with the process of making spirit masters or transparencies from a printed page, check with your school office, school media specialist, or district audiovisual specialist. You will find the process an easy method of reproducing part or all of the unit.

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How to Enrich the Unit

The discussion questions, activities, and resources included on these pages can be used to introduce the unit or individual objectives, supplement instruction, or provide topics for further exploration for advanced students.

Discussion Questions

1. For those who work or have worked: When you received your first paycheck, was your take-home pay less than you had expected? What happened to the money?
2. What is the biggest deduction from most salaries?
3. What do you think will happen if you don't pay your taxes? Can you refuse to pay taxes?
4. Have you ever filed an income tax return? If you have a part-time job and withholding tax is taken out, must you file to get it back?
5. What agencies are there in your community that will help you fill out your income tax return? Which ones provide this service free?
6. How do you feel about taxes? Should taxes be cut? If so, the government must cut or reduce some of its services. Which services should be cut or reduced?
7. When you charge a purchase on your credit card, the store must pay the credit card company a certain percentage of the amount of the purchase. Discuss how the use of credit cards affects the store's prices.
8. Have you ever bought anything on credit? If so, what kind of credit did you use?
9. What kind of information does the local credit bureau have about you or your family? Who has access to this information? How is the information kept up-to-date? If you are turned down for credit, can you find out why? How?
10. Do you use a budget? Why or why not? Do you know anyone else who uses a budget? How well does it work?

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11. If you write down all the money that you make in a month and subtract your regular monthly bills, would you know how much money you have left over each month? Why not? Where would the rest of the money go?
12. Give an example of someone who was sorry s(he) didn't have insurance.
13. What is meant by "deductible" insurance? Why is "$100 deductible" insurance cheaper than "$50 deductible" insurance?
14. Do you know anyone who has borrowed money from a source other than a friend or relative? How much interest did s(he) have to pay?
15. What is a consolidation loan? Does a consolidation loan really help you pay your bills and get out of debt?
16. Do you believe in saving money or spending money? Can you afford to save? Can you afford *not* to save?
17. Do you have any money saved? If so, why? How? What percent interest do you earn? How much should a part-time student worker save?
18. What is meant by "garnishment"? What restrictions, if any, should there be on garnishment of wages? What are your state's laws on garnishment?
19. If a person or a family in your community gets into financial trouble, where can they get help? Is there a money management counseling service in your community? Who can use it? How much does it cost?

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Additional Activities

Objective(s)	Activity	Time
1. Paycheck deductions	Analyze a paycheck.	one class period
2. Fringe benefits	Compare the benefits of different jobs.	one class period
4. Income tax	Invite IRS instructors to speak.	one class period
	Visit the IRS.	outside class
5. Shopping	Compare prices.	outside class
5-7. Credit buying	Invite speakers.	one class period
	Compare the cost of credit buying and cash buying.	outside class
	Study contracts.	one class period
9. Budget	Make a vacation budget.	one class period
	Figure living costs.	one class period
	Make a family budget.	outside class
	Keep financial records.	outside class
10. Insurance	Estimate worth of personal property.	outside class
11. Loans	Compare interest rates.	one class period
	Analyze advertisements.	one class period

Materials	Procedure
transparency of paycheck voucher	Show the transparency. Discuss: (1) required deductions, (2) percent of check for each deduction, (3) difference between net and gross, and (4) vocabulary.
job information	Lead a discussion on the financial advantages and disadvantages of different jobs. What fringe benefits are offered?
	The IRS has special instructional personnel who will teach your class how to fill out tax forms. They provide visuals as well. Students can visit and/or write the IRS to get free materials and tax information.
shopping list for a family of four for one week	Make up a sample shopping list, then send students to different supermarkets to find and write down the prices. Compare results in class. A variation of this would be to have them price a car or major appliance.
	Invite speakers from banks, credit unions, savings and loans, credit departments, etc. Discuss credit bureaus, credit ratings, and credit assistance.
information on credit plans	Compare the cash cost of an object with the cost if financed.
sample credit contracts	Have students read and discuss sample credit contracts. Explain what each contract says.
blank budget forms from student booklet	Have each student plan a budget for a vacation trip.
blank budget forms	Have students figure how much it costs their parents to support them.
blank budget forms	Divide the class into couples and have them work out a budget for their "family." Have them find out what it costs to set up housekeeping (including deposits on utilities, phone, etc.).
blank budget forms	Have students estimate their expenses and then keep records of all their expenses for one week. Group expenses by budget categories and compare expenses to their estimated expenses.
	Have students compile a list of all their personal property (clothes, radios, bicycles, collections, etc.) and estimate each item's worth and how much they would lose if their property was lost, stolen, or destroyed.
interest rate information	Compare interest rates for savings accounts and loans at different financial institutions.
sample ads	Ask students to bring in samples of misleading ads for credit or loans. Discuss.

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Objective(s)	Activity	Time
12-15. Banking	Take a bank field trip.	one class period
All objectives	Role-play a customer.	one class period
	Learn about car expenses.	outside class
	Is it better to rent or buy?	outside class
	Listen to songs about money.	outside class
	Make a vocabulary card game.	one class period

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Materials	Procedure
	Visit local financial institutions. Have students make reports on the different interest rates and checking account fees.
	One student role-plays a customer, another portrays the banker, insurance agent, tax official, or credit manager who must explain his/her company's policy to the customer.
	Ask the students to find out how much it costs to own a car, including insurance, gas, upkeep, etc. Compare premiums and coverage from various insurance companies. Compare large and small cars. Also, find out the credit charges.
	Given a goal such as a house, boat, or car, have each student decide whether it is cheaper to rent or buy it.
song lyrics and records	Have the students find songs about money and then write a musical skit based on the songs.
blank 3" × 5" cards	Make a matched set of related vocabulary words and definitions. Deal four or six to each player. Players discard and draw until one has a matched set of words and definitions.

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Resources

This section describes a few of the many materials available for teaching employability skills. A more complete list of resources may be found in *A Guide to Employability Skills Materials* (1975), published by the Florida Department of Education and distributed by district vocational education and career education directors. However, neither of these publications can list all existing materials on the subject. Some excellent resources have undoubtedly been missed, and new ones are constantly becoming available. Inclusion of materials in this list is not to be considered an endorsement of a product, producer, or approach by the Career Education Center, Florida State University, or the Florida Department of Education.

The annotations are grouped by media, and include the name of the publisher or source, a brief description, and the price and date of publication whenever this information was available. The materials are suitable for secondary school students unless otherwise indicated. Materials marked with a • have been designated by the publisher as being suitable for students with lower reading level, learning disabilities, or low motivation. Spanish availability is marked with a □.

This listing provides information for buying or renting specific materials. It also includes a special section on free or inexpensive materials. However, you can probably borrow many employability skills materials. Check with your school media center, your guidance counselor, your cooperative program coordinator, and with other faculty members in vocational and academic departments. Occupational specialists or placement and follow-up offices may have materials or know where they can be found. District career education directors sometimes have collections of materials, and the district media center often stocks films and other resources. The Florida State Employment Service is another good source.

Human resources should not be overlooked. Governmental agencies, employment services, and personnel directors can often provide speakers as well as materials.

Free and Inexpensive Materials

Some materials are available at low cost from various agencies and businesses. Here's a short list to get you started.

Consumer Information (1976)
Consumer Information Center
Pueblo, CO 81009
Audience: all consumers
Purchase price: free.

This is an index of selected federal publications of consumer interest, including information on budgeting, finance, insurance, and taxes.

Consumer Facts Leaflets (1974, 1975, 1976)
CUNA Cooperative Supply
Post Office Box 431
Madison, WI 53701
Purchase price: sample kit free.

This kit contains activities on credit, money management, and other related areas.

Credit Cards: Thirty Days to Reality (1970)
Department of Agriculture Publications
University of Connecticut
Storrs, CT 06268
Purchase price: $.15.

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A Guide to Employability Skills Materials (1975)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306

Just Married (1967)
Follett Educational Corporation
1010 West Washington Boulevard
Chicago, IL 60607
Purchase price: $.69.

This is a workbook of budget exercises.

Making the Most of Your Money (1971)
Educational Division
Institute of Life Insurance
277 Park Avenue
New York, NY 10017
Purchase price: free to educators.

This classroom unit focuses on money management.

Social Security Information for Young Families (1975)
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Purchase price: $.15.

Suggested Guidelines for Consumer Education, Kindergarten through Twelfth Grade (1974)
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Purchase price: $1.05, 58 pp.

Taxpayer's Almanac (Annual)
State Comptroller's Office
340 Carlton Building
Tallahassee, FL 32304
Audience: students and others new to Florida's tax system
Purchase price: up to 20 copies free, 6 cents each for over 20 copies.

This booklet is a basic introduction to taxes in Florida.

A Teacher's Guide to Credit Unions (1967)
CUNA Cooperative Supply
Post Office Box 431
Madison, WI 53701
Purchase price: $.65.

Understanding Taxes Program (yearly)
Internal Revenue Service
(ATTN: Understanding Taxes Coordinator)
P.O. Box 35045
Jacksonville, FL 32202
Purchase price: free.

Principals or teachers can use Form 1742 to request, by November 1 of each year, the following free materials to be delivered in January: *Understanding Taxes—General Edition* (student text, newspaper format); *Teacher's Guide* (teaching materials, instructional objectives, sample lesson plans, questions, tax forms, blowups of tax forms); and *Understanding Taxes Farm Supplement*. Each school ordering the above materials will also be sent copies of *Your Federal Income Tax*, a comprehensive IRS reference on tax return preparation. In addition, two supplementary color videotapes or 16 mm movies are available from the Understanding Taxes Coordinator: *Money Talks*, a brief history of taxation, and *What Happened to My Paycheck?*

Using Our Credit Intelligently (1967)
National Foundation for Consumer Credit, Incorporated
1818 H Street NW
Washington, DC 20006
Purchase price: $.85, single copy free.

Your Social Security (1975)
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Purchase price: $.35.

Youth Film Library
Florida Credit Union League
2821 West Pensacola Street
Tallahassee, FL 32304
Rental price: no charge except return postage.

Titles in this 16 mm color film series include: *Using Money Wisely* (18 min.), *Your Credit Is Good* (15 min.), *The Money Tree* (20 min.), *You'll Earn It* (24 min.), *Buying with a Twisted Arm* (13 min.), and *Why Do You Buy?* (10 min.).

Filmstrips

Getting Your Money's worth (1974)
Society for Visual Education (SVE)
1345 Diversey Parkway
Chicago, IL 60614
Grades 7-Adult
Purchase price: $63.50 (6 f/s, 3 cassettes, 1 teacher's guide)—color, approx. 17 min. each.

Titles in this six-filmstrip series include: *Why You Need Consumer Know-How, Blueprint for Money Management, Buying Wisely, Making Credit Work for You, Saving to Reach Your Goals, Let the Buyer Beware.*

The Paycheck Puzzle (1974)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48.50 (2 f/s, 2 cassettes or 2 records, 1 discussion guide)—color, approx. 10 min. each.

This humorous case study helps students retain key facts about payroll deductions and employee benefits. It increases confidence by building a base of information.

Cassettes

☐ **World of Work I: On the Job (1969)**
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $229.50.

This is a research-based set of 14 lesson cassettes and 6 discussion cassettes. Each cassette is a self-contained unit that can be used separately or with others in the group. Topics of the cassette groupings include: *New on the Job, Dealing with Supervisors, The Rules of the Game, Moving Up or Out.*

Games

Consumer (1969)
The Bobbs-Merrill Company
4300 West 62nd Street
Indianapolis, IN 46268
Grades 6-Adult
Purchase price: $30.

Suitable for consumer education, this game teaches students how to calculate true interest rates, how to negotiate contracts with credit managers, and how to cope with problems of budgeting and buying. It simulates the economic life of an everyday individual and is constructed for play over a number of class periods.

FLIP (Family Life Income Patterns) (1971)
Instructional Simulations, Incorporated
2147 University Avenue
St. Paul, MN 55114
Grades 7-Adult
Purchase price: $45.

Students cooperate as family members in planning, budgeting, purchasing, and using credit.

Job Scene (1976)
Career Education Center
Florida State University
415 North Monroe Street
Tallahassee, FL 32306
Grades 7-12

This game involves good work habits and interpersonal relations as well as consumer skills in simulation of real-life job and money situations.

Payday (1975)
Parker Brothers, Incorporated
190 Bridge Street
Salem, MA 01970
Purchase price: $6.50.

Kits

Classroom Money Management Kit
CUNA Mutual Insurance Society
Policyowner Relations Department
Post Office Box 391
Madison, WI 53701
Purchase price: $9.95 (*Managing Your Money* game, money management calendars, teacher's guide, magazine, insurance reprints, *Personal Finance Education Guide*, 4 cassettes). *Managing Your Money* game alone: $2.50.

Modern Consumer Education (1974)
Grolier Educational Corporation
Attention: Robert Hall, General Manager
Instructional Systems Division
845 Third Avenue
New York, NY 10022
Grades 7-Adult
Purchase price: $280.

This is a complete, basic course in consumer education. The topics covered include the basic consumer areas as well as consumer problems in law and health.

Money Management (1970)
Changing Times Education Service
1729 H Street NW
Washington, DC 20006
Grades 7-12
Purchase price: $59.50.

This multimedia resource kit for teaching consumer education contains units on borrowing, budgeting, earning, saving, and spending.

Print

Forms in Your Future (1973)
Globe Book Company
175 Fifth Avenue
New York, NY 10010
Grades 6-12
Purchase price: $2.40.

This workbook provides practice in filling out forms of all kinds, including tax forms, credit applications, etc.

- **Getting Ready for Payday (1963)**
- **Getting and Holding a Job (1966)**

Frank E. Richards Publishing Company
Post Office Box 370
Liverpool, NY 13088

Getting Ready consists of three books: *Checking Accounts, Saving Accounts,* and *Planning Ahead. Getting and Holding* is a workbook text that includes topics such as Social Security, payroll deductions, and unions.

Life Today (1970)
Mafex Associates, Incorporated
111 Barron Avenue
Johnstown, PA 15906
Purchase price: $2.95 each, 10 for $29.

This book on psychosocial development for teenagers and young adults covers many aspects of daily life, including honesty, insurance, contracts, taxes, and much more.

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Mathematics for the Worker (1969)
Mathematics for Employment, Parts I & II (1970)
Mathematics for Everyday Living (1970)
Mafex Associates, Incorporated
111 Barron Avenue
Johnstown, PA 15906
Purchase price: $2.50 (student text); $3.75 (teacher's manual).

Part I covers basic arithmetic and includes sections on sales tax and the value of money. *Part II* applies this knowledge to working in a restaurant, a department store, and a laundry. *Everyday Living* includes materials on sales tax, savings accounts, checking accounts, and math needed for restaurant work. *Worker* covers money management and the use of mathematics on the job in a gas station and a restaurant.

- **Money Makes Sense (1972)**
Fearon Publishers, Incorporated
6 Davis Drive
Belmont, CA 94002
Audience: educable mentally retarded and slow learners
Purchase price: $3; teacher guide, free.

This workbook text introduces American money and its history, covering coin recognition, value of coins, use of money, counting, and addition.

Paying Your Way (1975)
McGraw-Hill Book Company
Gregg Division
Post Office Box 402
Highstown, NJ 08520
Audience: consumer education and business education students
Purchase price: $15.95.

Succeeding in the World of Work (1975)
McKnight Publishing Company
Post Office Box 2854
Bloomington, IL 61701
Grades 9-12
Purchase price: $6.99 (hardbound textbook); $1.98 (workbook).

This set provides a general preparation for adult life in the world of work. It assists in setting life and career goals and in understanding one's self and the American economy. Included are such topics as entering the world of work, you and work, job choices and opportunities, applying for a job, and money management. The workbook may be used independently of the text.

- **Using Dollars and Sense (1972)**
Fearon Publishers, Incorporated
6 Davis Drive
Belmont, CA 94002
Audience: educable mentally retarded and slow learners
Purchase price: $4; teacher guide, free.

This workbook covers coin recognition, use of money, counting, making change, subtraction, multiplication, and division.

- **Using Money Series (1973)**
Frank E. Richards Publishing Company
Post Office Box 370
Liverpool, NY 13088
Audience: students with learning disabilities and low reading level, basic adult
Purchase price: $1.75/workbook.

This series consists of the following four workbooks: *Counting My Money, Making My Money Count, Buying Power,* and *Earning, Spending, and Saving.*

- **World of Work Kit (1969)**
  McGraw-Hill Book Company
  Webster Division
  1221 Avenue of the Americas
  New York, NY 10020
  Grades 7-Adult
  Purchase price: $111 (50 titles, 20 copies each); $2.10 (1 title, 20 copies); $.99 (1 teacher's guide).

  This collection of 50 illustrated fictional booklets is designed especially for the urban, non-college-bound student who may enter the job market at an early age. Each booklet, through a playlet or story, exposes the student to a new dimension of the world of work; stories are open-ended to prompt class discussion.

Transparencies

What to Do with Money
United Transparencies, Incorporated
Post Office Box 688
Binghamton, NY 13902
Grades 9-Adult
Purchase price: $93.50 (35 transparencies, 25 student workbooks, answer book, teacher's guide).

This set covers the basics of banking (checks, deposits, borrowing, money orders) and credit buying.

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How to Measure Student Performance

Performance Test Answer Key and Objectives

The complete form of the performance objectives is listed below. Each objective includes a performance checklist, which is identical to the one in the student booklet and contains the requirements for achievement of the objective as taught in the unit. The objectives with their checklists thus serve as an answer key. Every item on the checklist must be correct for the student to pass that objective.

If you require the student to meet additional or more difficult criteria, further instruction should be provided.

Objective 4

Given a current federal income tax form 1040A, the Internal Revenue Service instruction booklet, and information and W-2 forms for a person, the student will fill out the form. The form must be complete and correct, meeting the requirements of the IRS and the performance checklist below. The completed form should look like the one on page 31.

Performance Checklist

Front of Form

- Louise's name and address
- Louise's Social Security number
- Louise's occupation
- Correct filing status
- Correct exemptions checked and number placed on line 6f
- Line 9 has correct salary information from W-2 form
- Line 11 has correct interest information from interest statement
- Line 12 equals the total of lines 9, 10c, and 11

Back of Form

Information copied correctly:

- Correct total income copied on line 13a from line 12
- Correct federal income tax withheld copied on line 20a from W-2 form
- Line 24 is the same as line 23

Tax tables used correctly:

- Line 16 represents correct amount from tax tables

Arithmetic performed correctly:

- Line 13b equals 16% of line 13a, but not more than $2,400 or less than $1,700
- Line 13c equals line 13b subtracted from line 13a
- Line 14 equals $750 multiplied by the number on line 6f
- Line 15 equals line 14 subtracted from line 13c
- Line 17a equals $35 multiplied by the number on line 6d
- Line 17b equals 2% of line 15, but not over $180
- Line 18a equals line 17c subtracted from line 16
- Line 19 equals line 18b subtracted from line 18a
- Line 21 equals the total of lines 20a, 20b, 20c, and 20d
- Line 22 equals line 21 subtracted from line 19

Signature section completed correctly:

- Form is signed on preparer's line
- Today's date

Completed Tax Form for Objective 4

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Short Form

1040A U.S. Individual Income Tax Return 1976

Department of the Treasury—Internal Revenue Service

This space for IRS use only

Please print or type

Name (If joint return, give first names and initials of both): Louise L.

Last name: Cate

Your social security number: 286 31 2440

Present home address (Number and street, including apartment number, or rural route): 377 West Prescott Street

For Privacy Act Notification, see page 12 of Instructions.

Spouse's social security no.

City, town or post office, State and ZIP code: Sand City, Florida 33341

Occupation: Yours ▶ Radio Dispatcher; Spouse's ▶

Filing Status

1 [X] Single (Check only ONE box)

2 [ ] Married filing joint return (even if only one had income)

3 [ ] Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶

4 [ ] Unmarried Head of Household. See page 6 of Instructions to see if you qualify ▶

5 [ ] Qualifying widow(er) with dependent child (Year spouse died ▶ 19). See page 6 of Instructions.

Exemptions

6a Regular [X] Yourself [ ] Spouse Enter number of boxes checked ▶ 1

b First names of your dependent children who lived with you _____ Enter number ▶

c Number of other dependents (from line 7) ▶

d Total (add lines 6a, b, and c) ▶ 1

e Age 65 or older . [ ] Yourself [ ] Spouse Enter number of boxes checked ▶

Blind . . . [ ] Yourself [ ] Spouse

f Total (add lines 6d and e) ▶ 1

Attach Copy B of Forms W-2 and Check or Money Order Here

7 Other dependents:

(a) Name	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount furnished for dependent's support: By YOU. If 100% write ALL.	By OTHERS including dependent.
				$	$

8 Presidential Election Campaign Fund . . ▶ Do you wish to designate $1 of your taxes for this fund? ✓ Yes [ ] No

If joint return, does your spouse wish to designate $1? Yes No

Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

9	Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 9 of Instructions)	9	5,624 14
10a	Dividends (if over $400, see Instructions at top of page 4) 10b Less exclusion Balance ▶	10c	
11	Interest income (if over $400, see Instructions at top of page 4)	11	21 16
12	Total (add lines 9, 10c, and 11). (If less than $8,000 see page 2 of Instructions on "Earned Income Credit.")	12	5,645 30

▶ If you have dividend or interest income and can be claimed as a dependent on your parent's return, check here ▶ [ ] and see page 11 of Instructions.

Form 1040A (1976) — If you want IRS to figure your tax, see page 10 of Instructions. — Page 2

Standard Deduction

13a	Enter amount from line 12	13a	5,645 30
b	If you checked the box on line . . . . 2 or 5, enter the greater of $2,100 OR 16% of line 13a—but not more than $2,800; 1 or 4, enter the greater of $1,700 OR 16% of line 13a—but not more than $2,400; 3, enter the greater of $1,050 OR 16% of line 13a—but not more than $1,400	13b	1,700 00
c	Subtract line 13b from line 13a and enter difference	13c	3,945 30
14	Multiply total number of exemptions claimed on line 6f by $750	14	750 00
15	Taxable income. Subtract line 14 from line 13c and enter difference	15	3,195 30
16	Tax { If line 15 is $20,000 or less, find tax in Tax Table on pages 13–15. If line 15 is more than $20,000, use Tax Rate Schedule X, Y, or Z, on page 16	16	533 00
17a	Multiply $35.00 by the number of exemptions on line 6d — 17a: 35 00		
b	Enter 2% of line 15 but not more than $180 ($90 if box on line 3 checked) — 17b: 63 91	Enter larger of a or b	
	* If box on line 3 is checked see page 11 of Instructions.	17c	63 91
18a	Subtract line 17c from line 16 and enter difference (but not less than zero)	18a	469 09
b	Credit for contributions to candidates for public office (see page 11 of Instructions)	18b	
19	Income tax. Subtract line 18b from line 18a and enter difference (but not less than zero)	19	469 09
20a	Total Federal income tax withheld (attach Forms W-2 to front) (two or more employers—see page 11 of Instructions) — 20a: 468 22		
b	Excess FICA, RRTA, or FICA/RRTA tax withheld — 20b		
c	1976 estimated tax payments (include amount allowed as credit from 1975 return) — 20c		
d	Earned income credit (from page 2 of Instructions) — 20d		
	Pay amount on line 22 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.		
21	Total (add lines 20a through 20d)	21	468 22
22	If line 19 is larger than line 21, enter BALANCE DUE IRS ▶	22	87
23	If line 21 is larger than line 19, enter amount OVERPAID ▶	23	
24	Amount of line 23 to be REFUNDED TO YOU ▶	24	
25	Amount of line 23 to be credited on 1977 estimated tax ▶ 25		

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here

Your signature — Date

Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Preparer's signature (and employer's name, if any): Student's Signature today's date — Date

Identifying number (see instructions) — Address and ZIP code

EIC 430d14330

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Objective 9

Given an imaginary budget and a goal of saving a specified amount of money, the student must develop a budget plan that meets all of the requirements of the checklist below.

Performance Checklist

- Budget cuts were made from at least two types of items.
- The total amount changed is $30.
- Savings increased $30.
- Chester's budget balances at $415 per month (both income and expenses).

A sample budget is shown on the next page.

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This budget represents a typical solution to Objective 9.

Completed Budget for Objective 9

Chester's Budget Worksheet ☑ monthly ☐ weekly

Income	Type of Item	Item	Present Income	Change in Income	Future Income
	Pay	job	$415.00	-0-	$415.00
	Allowance				
	Other				
		Total Income:	$415.00		$415.00

Expenses		Present Spending	Change in Spending	Future Spending
Food	groceries, meals out	$65.00		$65.00
Housing	mortgage, utilities	110.00		110.00
Transportation	car payment, gas	60.00		60.00
Insurance	car, life, health, and homeowner's insurance	25.00		25.00
Medical & Dental	put money aside for future dentist bills	15.00		15.00
Clothing	laundry, dry cleaning	20.00		20.00
Savings		-0-	+30.00	30.00
Recreation	dates, card games, motor boat Rental	45.00	-15.00	30.00
Personal	gym	35.00	-10.00	25.00
Other	credit card bill, newspapers, gifts	40.00	- 5.00	35.00
	Total Expenses:	$415.00		$415.00

Total Income = Total Expenses
$415.00 = $415.00

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Objective 13

Given the amount of two checks, currency, and coin, the student will complete a deposit slip with the information contained in the performance checklist.

Performance Checklist

- Your name on the correct line
- Today's date on the correct line
- Correct account number in the correct box
- Correct amount of currency (paper money)
- Correct amount of coins
- Correct check amounts, each listed separately
- Correct total of all money
- Correct amount for "less cash received"
- Correct total deposit
- Your signature on the correct line if cash is received

— DEPOSIT SLIP —

NAME Student's Name

DATE Today's date 19--

Student's signature

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

	DOLLARS	CENTS
CURRENCY	10	00
COIN		30
CHECKS	8	00
CHECKS	4	00
CHECKS		
CHECKS		
TOTAL	22	30
LESS CASH RECEIVED	2	00
Total Deposit	20	30

Our Town State Bank

82 415 891

Completed Deposit Slip for Objective 13

Objective 14

When given the amount of the check and the name of the recipient, the student will write a check that meets the requirements of the performance checklist.

Performance Checklist

- Today's date on the correct line
- Check made out to the correct company on the correct line
- Correct amount of the check in numbers after $ _____
- Correct amount of the check in words before _____ Dollars
- Name signed, not printed

Today's date 19 --

PAY TO THE ORDER OF Sherman Oil Company $ 14.62

Fourteen and 62/100 DOLLARS

Our Town State Bank

FOR fuel oil Student's signature

⑈0631⑈0068⑈ 0100 565851⑈

Completed Check for Objective 14

Objective 15

Given a checkbook, a bank statement, and a copy of the reconciliation form on the back of the bank statement, the student must balance the bank statement with the checkbook records so that the criteria in the checklist below are met.

Performance Checklist

- Write the service charge in the checkbook and subtract it from the balance.
- Place a mark (✓) after the service charge and every deposit and check that is shown on the bank statement.
- List and add up all outstanding deposits.
- List the number and amount of each outstanding check.
- Add up all outstanding checks.
- Write in the new balance.
- Add the new balance and the total of outstanding deposits.
- Write in the total of outstanding checks.
- Subtract outstanding checks from the sum of the new balance and outstanding deposits to obtain the correct adjusted bank balance.

BE SURE TO DEDUCT ANY PER CHECK CHARGES OR MAINTENANCE CHARGES THAT MAY APPLY

DATE		CHECK NUMBER	CHECKS ISSUED TO OR DEPOSIT RECEIVED FROM	AMOUNT OF DEPOSIT		✓	AMOUNT OF CHECK		BALANCE 102	00
3	4	32	FARMER'S MARKET			✓	10	00	92	00
3	11	33	FAST FOOD STORE			✓	5	00	87	00
3	12	–	INCOME TAX REFUND	20	00				107	00
3	14	34	PIZZA KING			✓	5	00	102	00
3	18	35	MAC'S SLACK SHACK				10	00	92	00
3	18	36	BOB'S GARAGE				20	00	72	00
3	19	–	SERVICE CHARGE			✓	2	00	70	00

Completed Checkbook for Objective 15

Completed Worksheet for Objective 15

TAKE THESE EASY STEPS TO BALANCE YOUR CHECKBOOK

A WRITE THE SERVICE CHARGE SHOWN ON THE BANK STATEMENT IN YOUR CHECKBOOK AND SUBTRACT IT FROM THE CURRENT BALANCE.

B PLACE A MARK (✓) IN YOUR CHECKBOOK BESIDE THE SERVICE CHARGE.

THEN PLACE A MARK (✓) IN YOUR CHECKBOOK BESIDE EVERY DEPOSIT AND CHECK THAT IS SHOWN ON THE BANK STATEMENT.

C ON THE BALANCING FORM BELOW, LIST THE AMOUNTS OF ALL OUTSTANDING DEPOSITS (DEPOSITS THAT DO *NOT* HAVE A MARK (✓) BESIDE THEM).

ADD UP ALL OF THE OUTSTANDING DEPOSITS AND PLACE THE TOTAL ON THE BALANCING FORM AFTER "LIST AND TOTAL ALL OUTSTANDING DEPOSITS."

D IN THE BOXES UNDER "CHECKS OUTSTANDING," LIST THE CHECK NUMBER AND THE AMOUNT OF ALL OUTSTANDING CHECKS (CHECKS THAT DO *NOT* HAVE A MARK (✓) BESIDE THEM).

ADD UP THE OUTSTANDING CHECKS AND PUT THE TOTAL IN THE BOX MARKED "TOTAL" AT THE BOTTOM OF THE COLUMN.

E FILL IN THE BALANCING FORM BELOW:

WRITE IN THE NEW BALANCE FROM THE STATEMENT.

LIST AND TOTAL THE OUTSTANDING DEPOSITS (STEP C ABOVE).

ADD TOGETHER THE NEW BALANCE AND THE TOTAL OF THE OUTSTANDING DEPOSITS. WRITE IN THAT AMOUNT.

WRITE IN THE TOTAL OF THE CHECKS OUTSTANDING.

SUBTRACT THE TOTAL OF THE CHECKS OUTSTANDING FROM THE TOTAL ABOVE IT (THE NEW BALANCE PLUS THE OUTSTANDING DEPOSITS). THIS IS THE ADJUSTED BANK BALANCE. THE ADJUSTED BANK BALANCE SHOULD BE THE SAME AS THE CURRENT BALANCE IN YOUR CHECKBOOK. IF IT IS NOT, GO BACK AND CHECK YOUR WORK.

CHECKS OUTSTANDING

CHECK NUMBER	AMOUNT	
35	10	00
36	20	00
TOTAL	30	00

BALANCING FORM

WRITE IN THE "NEW BALANCE" SHOWN ON THE FRONT OF THE STATEMENT	80	00
LIST AND TOTAL ALL OUTSTANDING DEPOSITS. WRITE THE TOTAL HERE	20	00
ADD THE TWO NUMBERS ABOVE (THE NEW BALANCE AND THE TOTAL OF THE OUTSTANDING DEPOSITS). WRITE IN THE SUM HERE	100	00
WRITE IN THE TOTAL CHECKS OUTSTANDING	30	00
SUBTRACT THE TOTAL CHECKS OUTSTANDING FROM THE NUMBER ABOVE IT (NEW BALANCE PLUS OUTSTANDING DEPOSITS). THIS IS THE ADJUSTED BANK BALANCE	70	00

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Unit Test Answer Key and Objectives

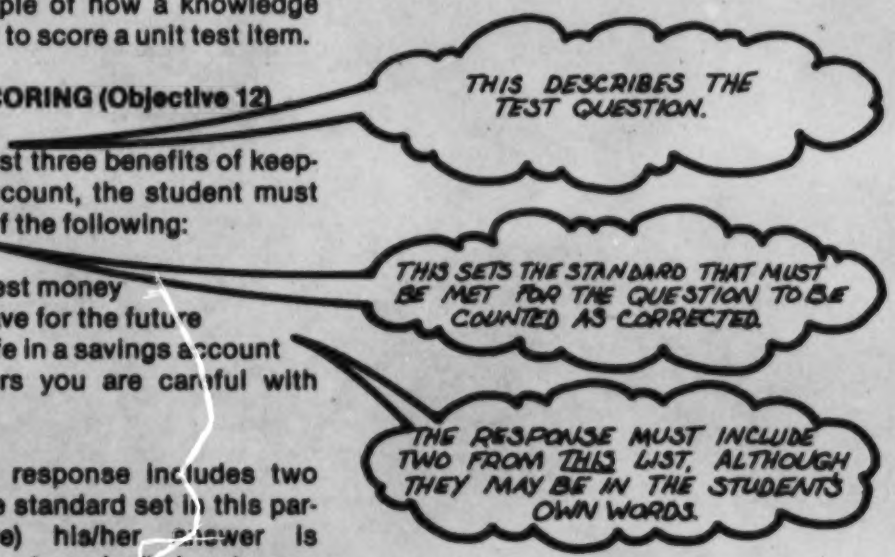
The full statement of each knowledge objective is listed below. The objective describes the test question asked of the student, the correct answers, and the standard required for passing the objective. Since the objective includes the correct answers, the objectives also serve as the answer key. Both forms of the unit test use the same answer key.

This is an example of how a knowledge objective is used to score a unit test item.

EXAMPLE OF SCORING (Objective 12)

When asked to list three benefits of keeping a savings account, the student must list at least two of the following:

- makes interest money
- helps you save for the future
- money is safe in a savings account
- shows others you are careful with your money


THIS DESCRIBES THE TEST QUESTION.
THIS SETS THE STANDARD THAT MUST BE MET FOR THE QUESTION TO BE COUNTED AS CORRECTED.
THE RESPONSE MUST INCLUDE TWO FROM THIS LIST, ALTHOUGH THEY MAY BE IN THE STUDENT'S OWN WORDS.

If the student's response includes two from this list (the standard set in this particular objective) his/her answer is counted as correct, and s(he) gets one point for this question. If the student's response includes fewer than two from this list, his/her answer is incorrect, and s(he) gets zero points for this question.

What should be done if the student gives an answer that sounds reasonable, but is not on the approved list? In that case, decide whether that response should be added to the list of acceptable answers for your class. If so, *all* students' responses should be graded on the basis of the amended list.

The order for the test questions on the unit test is scrambled, but each is labeled with its objective number to make it easy to find the correct answer in this answer key.

If you change the instruction in a way that changes these correct answers, you should also change the answer key before scoring the tests. If you omit any objective from the instruction, be sure to delete the questions for that objective from the unit test.

Set the passing score for your students before administering the test. In field testing of all Employability Skills materials, the passing score on the unit test was set at 80 percent. For this unit, students had to answer eight out of ten questions correctly to receive a passing score of at least 80 percent. Each question was scored correct if the answer met the standard, and incorrect if it did not; no partial credit was given.

Objective 1

When asked to list three deductions that may be made from a paycheck, the student's list must include at least two of the following deductions:

- withholding (federal income) tax
- FICA (Social Security)
- health insurance
- union dues
- retirement plan
- credit union

Objective 2

Given a list of four types of fringe benefits and a list of their descriptions, the student will correctly identify the descriptions of at least three of the four benefits listed, as shown below.

__e__ 1. bonus
__d__ 2. sick pay
__c__ 3. health insurance
__f__ 4. workmen's compensation

Objective 3

When asked to list three services that taxes pay for, the student's list will contain at least two of the services below.

armed forces
bus service
courts
elections
fire fighters
foreign aid
highways
hospitals
national parks
police
prisons
research
schools
space exploration
state employment services
veterans benefits
welfare and food stamps

Objective 5

When asked to list five smart shopping rules, the student must list four of the following:

- Think ahead.
- Buy only what you need and will use.
- Compare prices.
- Compare quality.
- Compare quantity.
- Wait for sales.
- Look for guarantees.
- Beware of credit buying.

Objective 6

When asked to list four dangers of credit buying, the student must list at least three of the following:

- It costs more to buy on credit.
- Credit discourages shopping around.
- Credit makes it easy to spend too much.
- You will get into trouble if you don't pay your bills on time.

Objective 7

When asked to list three things that may happen if credit payments are missed, the student must list at least two of the following:

- You may lose the item that you purchased.
- You may lose some or all of the money you paid in.
- You may get a bad credit rating.
- You may have to pay a late charge.
- You may be taken to court.

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Objective 8

When asked to list three reasons for keeping a personal budget, the student's list must include at least two of the following reasons:

- To tell you where your money is going
- To help you plan how to live on your pay
- To give you records to use in filling out your tax forms
- To help you save money for unexpected expenses
- To help you plan for large purchases without borrowing

Objective 10

Given a list of five types of insurance and a list of their descriptions, the student must correctly identify the descriptions of at least three of the five types of insurance listed, as shown below.

c 1. life insurance
a 2. health insurance
e 3. homeowner's insurance
d 4. automobile collision insurance
f 5. automobile liability insurance

Objective 11

Given a list of six loan sources, the student must correctly identify at least two sources that charge high interest rates and two sources that charge low interest rates, as indicated below.

low 1. bank
high 2. pawnshops
low 3. credit unions
high 4. loan companies
high 5. mail order loans
low 6. borrowing on life insurance policies

Objective 12

When asked to list three benefits of keeping a savings account, the student must list at least two of the following:

- Your savings account makes interest money for you.
- Your savings account can help you save for the future.
- Your money is safe in a savings account.
- A savings account shows others that you are careful with your money.

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Unit Test: Form A

(Employability Skills: Personal Finances)

Name _____

Date _____

Fill in the blanks.

1. *(Objective 2)* Match each fringe benefit with its definition (meaning) by placing the letter of the correct definition in the blank next to the fringe benefit.

____ 1. bonus	a. This gives you time off with pay.
____ 2. sick pay	b. This will pay you if you lose your job.
____ 3. health insurance	c. This will help you pay your doctor bills.
____ 4. workmen's compensation	d. This gives you time off for sickness, with pay.
	e. This could be an extra check at Christmas.
	f. This gives you cash payments and medical care if you are hurt on the job.

2. *(Objective 8)* List three reasons for keeping a personal budget.

   1. _____

   2. _____

   3. _____

3. *(Objective 11)* Below is a list of loan sources (ways or places you can borrow money). Write *high* in the blank next to the sources that charge high interest rates. Write *low* in the blank next to the sources that charge low interest rates.

_____ 1. banks	_____ 4. loan companies
_____ 2. pawnshops	_____ 5. mail order loans
_____ 3. credit unions	_____ 6. borrowing on life insurance policies

4. *(Objective 5)* Ted spent a long time planning his budget. List five smart shopping rules that may help him live within his budget.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

5. *(Objective 1)* List three deductions that may be taken out of your paycheck.

   1. _____

   2. _____

   3. _____

6. *(Objective 6)* List the four dangers of buying on credit.

1. _____

2. _____

3. _____

4. _____

7. *(Objective 3)* List three services that the federal government spends your tax money on.

1. _____ 2. _____ 3. _____

8. *(Objective 7)* Lena is buying a car. What are three things that could happen if she does not make her car payments on time?

1. _____

2. _____

3. _____

9. *(Objective 10)* Match each type of insurance with its description (meaning) by placing the letter of the correct description in the blank in front of the type of insurance.

___ 1. life insurance
___ 2. health insurance
___ 3. homeowner's insurance
___ 4. automobile collision insurance
___ 5. automobile liability insurance

a. Pays part of your medical bills
b. Pays your salary if you lose your job
c. Provides money for your family when you die
d. Pays for damage to your car if you have an accident
e. Pays for new furniture if your house burns down
f. Pays for injuries to people who are hurt by your car
g. Pays you if your car is stolen or broken into

10. *(Objective 12)* Joe is trying to decide if he wants to put his money in a savings account. Give three reasons for keeping a savings account that you could tell Joe.

1. _____

2. _____

3. _____

Unit Test: Form B

(Employability Skills: Personal Finances)

Fill in the blanks.

Name _____

Date _____

1. *(Objective 5)* Leroy has made a budget. What are five smart shopping rules that may help him live within his budget?

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

2. *(Objective 10)* Match each type of insurance with its description (meaning) by placing the letter of the correct description in the blank in front of the type of insurance.

   ____ 1. life insurance
   ____ 2. health insurance
   ____ 3. homeowner's insurance
   ____ 4. automobile collision insurance
   ____ 5. automobile liability insurance

   a. Pays part of your medical bills
   b. Pays your salary if you lose your job
   c. Provides money for your family when you die
   d. Pays for damage to your car after an accident
   e. Pays for new furniture if your house burns down
   f. Pays for injuries to people whom you hurt with your car
   g. Pays you if your car is stolen or broken into

3. *(Objective 12)* Mary thinks that she might want to put her money in a savings account. Give her three reasons for keeping a savings account.

   1. _____
   2. _____
   3. _____

4. *(Objective 1)* What are three deductions that may be taken out of your paycheck?

   1. _____
   2. _____
   3. _____

5. *(Objective 6)* What are the four dangers of buying on credit?

1. _____

2. _____

3. _____

4. _____

6. *(Objective 11)* Below is a list of loan sources (ways or places you can borrow money). Write *high* in the blank next to the sources that charge high interest rates. Write *low* in the blank next to the sources that charge low interest rates.

_____ 1. banks
_____ 2. pawnshops
_____ 3. credit unions
_____ 4. loan companies
_____ 5. mail order loans
_____ 6. borrowing on life insurance policies

7. *(Objective 2)* Match each fringe benefit with its definition (meaning) by placing the letter of the correct definition in the blank next to the fringe benefit.

a. A certain number of days off with pay
b. A program that pays you if you lose your job through no fault of your own
c. Helps you to pay your doctor bills
d. A certain number of days off for sickness, with pay
e. An extra check from your employer at Christmas
f. A program that pays you if you get hurt or get sick because of your job

___ 1. bonus
___ 2. sick pay
___ 3. health insurance
___ 4. workmen's compensation

8. *(Objective 3)* List three services that the federal government spends your tax money on.

1. _____ 2. _____ 3. _____

9. *(Objective 7)* Joe is buying a color TV. What are three things that could happen if he does not make his credit payments on time?

1. _____

2. _____

3. _____

10. *(Objective 8)* List three reasons for keeping a personal budget.

1. _____

2. _____

3. _____

Appendixes

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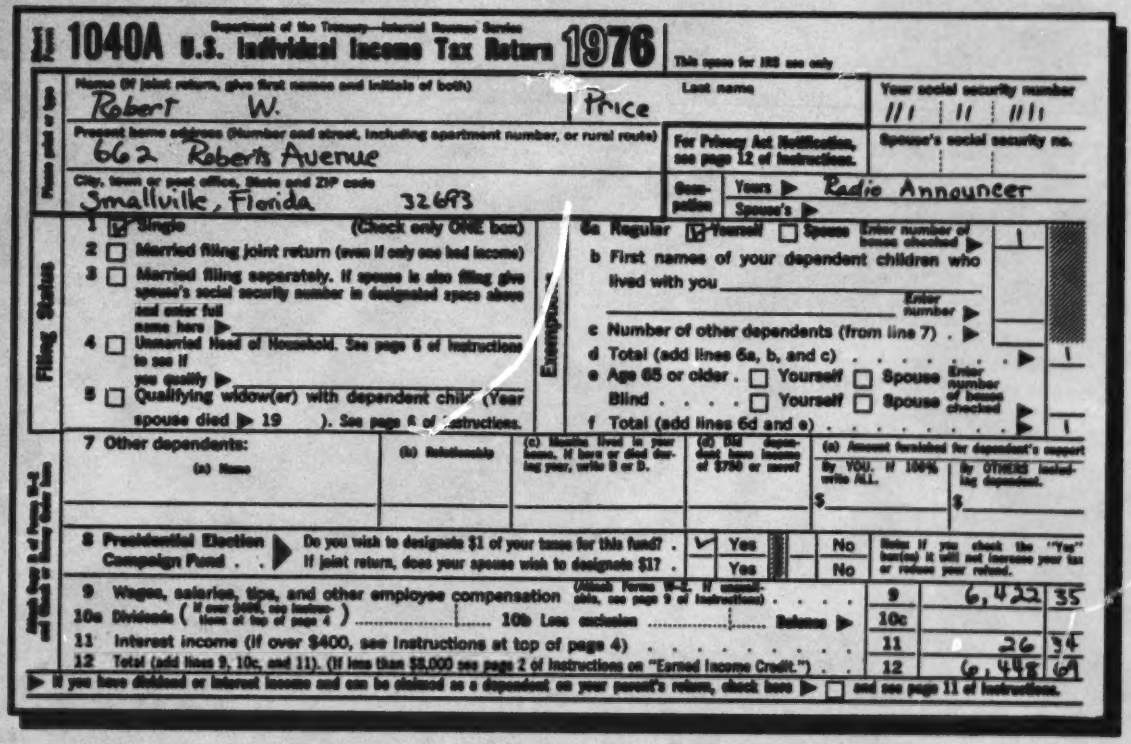
Appendix 1:

Student Activity Answer Key

The completed form for Robert Price should look like this:



Form **1040A** U.S. Individual Income Tax Return **1976**

Department of the Treasury—Internal Revenue Service

This space for IRS use only

Please print or type

Name (If joint return, give first names and initials of both): Robert W. | Last name: Price | Your social security number: 111 | 11 | 1111

Present home address (Number and street, including apartment number, or rural route): 662 Roberts Avenue | For Privacy Act Notification, see page 12 of instructions. | Spouse's social security no.

City, town or post office, State and ZIP code: Smallville, Florida 32693 | Occupation: Yours ▶ Radio Announcer; Spouse's ▶

Filing Status

1 [X] Single (Check only ONE box)
2 [ ] Married filing joint return (even if only one had income)
3 [ ] Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶
4 [ ] Unmarried Head of Household. See page 6 of instructions to see if you qualify ▶
5 [ ] Qualifying widow(er) with dependent child (Year spouse died ▶ 19). See page 6 of instructions.

Exemptions

6a Regular [X] Yourself [ ] Spouse — Enter number of boxes checked ▶ 1
b First names of your dependent children who lived with you — Enter number ▶
c Number of other dependents (from line 7) ▶
d Total (add lines 6a, b, and c) ▶ 1
e Age 65 or older . [ ] Yourself [ ] Spouse — Enter number of boxes checked
Blind . . . . [ ] Yourself [ ] Spouse
f Total (add lines 6d and e) ▶ 1

7 Other dependents:

(a) Name	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount furnished for dependent's support: By YOU, if 100% write ALL.	By OTHERS including dependent.
				$	$

8 Presidential Election Campaign Fund . ▶ Do you wish to designate $1 of your taxes for this fund? [✓] Yes [ ] No
If joint return, does your spouse wish to designate $1? [ ] Yes [ ] No
Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

Attach Copy B of Form(s) W-2 and Schedule(s) of Wages Tax Withheld Here

9	Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 9 of instructions)	9	6,422 35
10a	Dividends (If over $400, see instructions at top of page 4) 10b Less exclusion Balance ▶	10c	
11	Interest income (If over $400, see instructions at top of page 4)	11	26 34
12	Total (add lines 9, 10c, and 11). (If less than $8,000 see page 2 of instructions on "Earned Income Credit.")	12	6,448 69

▶ If you have dividend or interest income and can be claimed as a dependent on your parent's return, check here ▶ [ ] and see page 11 of instructions.

Form 1040A (1976) — If you want IRS to figure your tax, see page 10 of instructions. — Page 2

Standard Deduction

13a	Enter amount from line 12			13a	6,448 69
b	If you checked the box on line . . . . 2 or 5, enter the greater of $2,100 OR 16% of line 13a—but not more than $2,800; 1 or 4, enter the greater of $1,700 OR 16% of line 13a—but not more than $2,400; 3, enter the greater of $1,050 OR 16% of line 13a—but not more than $1,400			13b	1,700 00
c	Subtract line 13b from line 13a and enter difference			13c	4,748 69
14	Multiply total number of exemptions claimed on line 6f by $750			14	750 00
15	Taxable income. Subtract line 14 from line 13c and enter difference			15	3,998 69
16	Tax { If line 15 is $20,000 or less, find tax in Tax Table on pages 13–15; If line 15 is more than $20,000, use Tax Rate Schedule X, Y, or Z, on page 16 }			16	685 00
17a	Multiply $35.00 by the number of exemptions on line 6d	17a	35 00		If box on line 3 is checked see page 11 of instructions.
b	Enter 2% of line 15 but not more than $180 ($90 if box on line 3 checked)	17b	79 97	17c	79 97
18a	Subtract line 17c from line 16 and enter difference (but not less than zero)			18a	605 03
b	Credit for contributions to candidates for public office (see page 11 of instructions)			18b	
19	Income tax. Subtract line 18b from line 18a and enter difference (but not less than zero)			19	605 03
20a	Total Federal income tax withheld (attach Forms W-2 to front)	20a	585 30		
b	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 11 of instructions)	20b			
c	1976 estimated tax payments (include amount allowed as credit from 1975 return)	20c			
d	Earned income credit (See page 2 of instructions)	20d			
21	Total (add lines 20a through 20d)			21	585 30
22	If line 19 is larger than line 21, enter BALANCE DUE IRS ▶			22	19 73
23	If line 21 is larger than line 19, enter amount OVERPAID ▶			23	
24	Amount of line 23 to be REFUNDED TO YOU ▶			24	
25	Amount of line 23 to be credited on 1977 estimated tax ▶ 25				

Pay amount on line 22 in full with this return. Make payable to Internal Revenue Service. Write your social security number and "1976 Form 1040A" on check or money order.

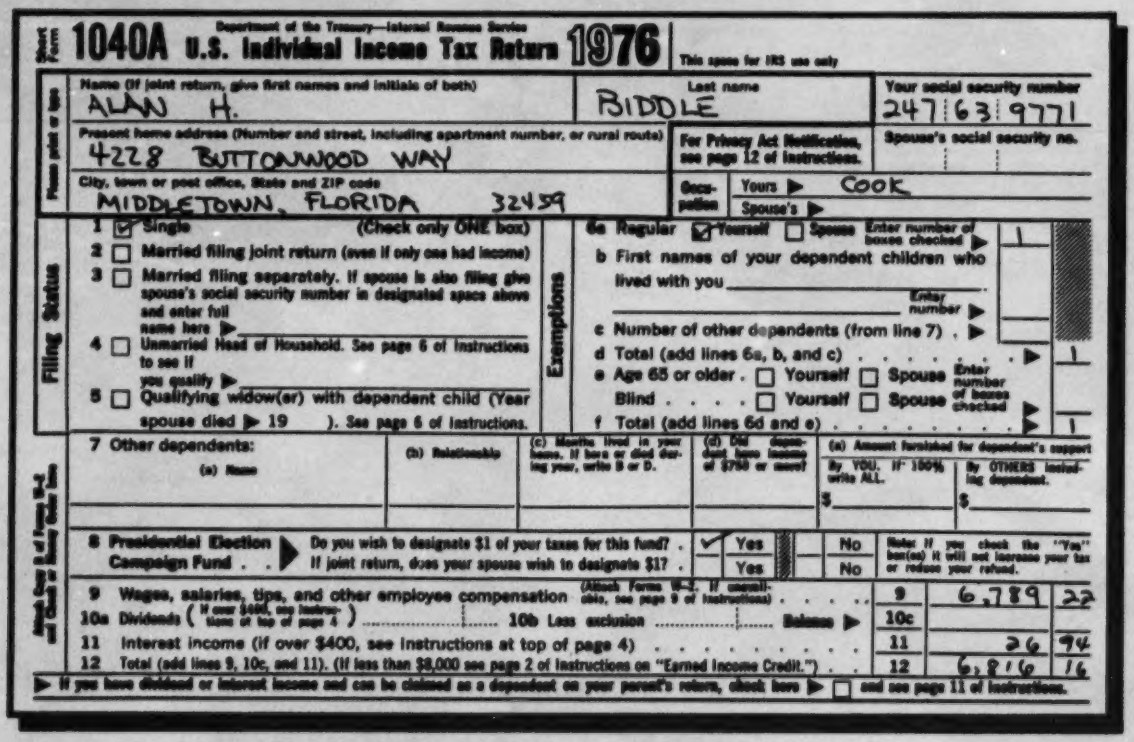
Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here ▶ Your signature Date — Student's signature today's date

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income) — ▶ Preparer's signature (and employer's name, if any) Date

▶ Preparer's address (and employer's name if self-employed) Address and ZIP code

The completed form for Alan Biddle should look like this:



Form 1040A U.S. Individual Income Tax Return 1976

Department of the Treasury—Internal Revenue Service

This space for IRS use only

Name (If joint return, give first names and initials of both): ALAN H.

Last name: BIDDLE

Your social security number: 247 63 9771

Present home address (Number and street, including apartment number, or rural route): 4228 BUTTONWOOD WAY

For Privacy Act Notification, see page 12 of instructions.

Spouse's social security no.

City, town or post office, State and ZIP code: MIDDLETOWN, FLORIDA 32459

Occupation: Yours ▶ COOK; Spouse's ▶

Please print or type

Filing Status

1 [X] Single (Check only ONE box)

2 [ ] Married filing joint return (even if only one had income)

3 [ ] Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶

4 [ ] Unmarried Head of Household. See page 6 of instructions to see if you qualify ▶

5 [ ] Qualifying widow(er) with dependent child (Year spouse died ▶ 19). See page 6 of instructions.

Exemptions

6a Regular [X] Yourself [ ] Spouse — Enter number of boxes checked ▶ 1

b First names of your dependent children who lived with you — Enter number ▶

c Number of other dependents (from line 7) ▶

d Total (add lines 6a, b, and c) ▶ 1

e Age 65 or older . [ ] Yourself [ ] Spouse — Enter number of boxes checked ▶

Blind . . . [ ] Yourself [ ] Spouse

f Total (add lines 6d and e) ▶ 1

7 Other dependents: (a) Name	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount furnished for dependent's support: by YOU. If 100% write ALL.	by OTHERS including dependent.
				$	$

8 Presidential Election Campaign Fund . . ▶ Do you wish to designate $1 of your taxes for this fund? [X] Yes [ ] No

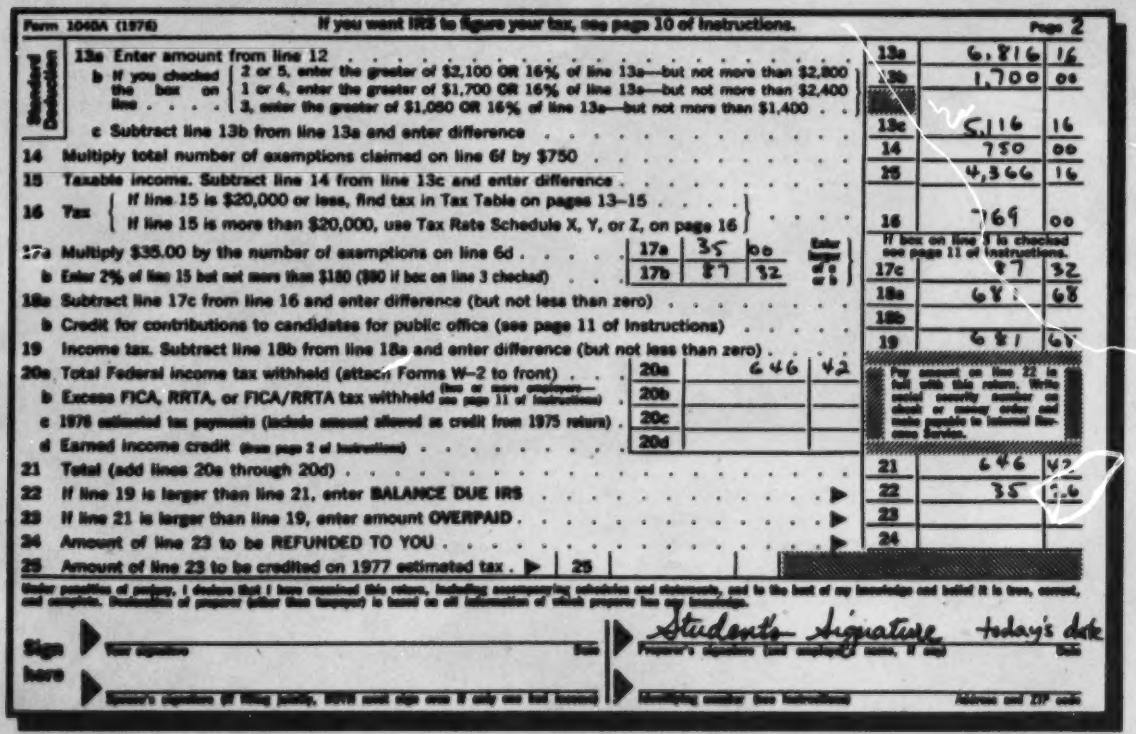
If joint return, does your spouse wish to designate $1? [ ] Yes [ ] No

Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

9	Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 9 of instructions)	9	6,789	22
10a	Dividends (If over $400, see instructions at top of page 4) 10b Less exclusion Balance ▶	10c		
11	Interest income (if over $400, see instructions at top of page 4)	11	26	94
12	Total (add lines 9, 10c, and 11). (If less than $8,000 see page 2 of instructions on "Earned Income Credit.")	12	6,816	16

▶ If you have dividend or interest income and can be claimed as a dependent on your parent's return, check here ▶ [ ] and see page 11 of instructions.

Attach Copy B of Wage and Tax Statement(s) Here



Form 1040A (1976) — If you want IRS to figure your tax, see page 10 of instructions. — Page 2

Standard Deduction

13a	Enter amount from line 12			13a	6,816 16
b	If you checked the box on line . . . . 2 or 5, enter the greater of $2,100 OR 16% of line 13a—but not more than $2,800; 1 or 4, enter the greater of $1,700 OR 16% of line 13a—but not more than $2,400; 3, enter the greater of $1,050 OR 16% of line 13a—but not more than $1,400			13b	1,700 00
c	Subtract line 13b from line 13a and enter difference			13c	5,116 16
14	Multiply total number of exemptions claimed on line 6f by $750			14	750 00
15	Taxable income. Subtract line 14 from line 13c and enter difference			15	4,366 16
16	Tax { If line 15 is $20,000 or less, find tax in Table on pages 13–15; If line 15 is more than $20,000, use Tax Rate Schedule X, Y, or Z, on page 16 }			16	769 00
17a	Multiply $35.00 by the number of exemptions on line 6d	17a	35 00		
b	Enter 2% of line 15 but not more than $180 ($90 if box on line 3 checked)	17b	87 32	17c	87 32
18a	Subtract line 17c from line 16 and enter difference (but not less than zero)			18a	68
b	Credit for contributions to candidates for public office (see page 11 of instructions)			18b	
19	Income tax. Subtract line 18b from line 18a and enter difference (but not less than zero)			19	681 68
20a	Total Federal income tax withheld (attach Forms W-2 to front)	20a	646 42		
b	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers) (see page 11 of instructions)	20b			
c	1976 estimated tax payments (include amount allowed as credit from 1975 return)	20c			
d	Earned income credit (from page 2 of instructions)	20d			
21	Total (add lines 20a through 20d)			21	646 42
22	If line 19 is larger than line 21, enter BALANCE DUE IRS ▶			22	35 26
23	If line 21 is larger than line 19, enter amount OVERPAID ▶			23	
24	Amount of line 23 to be REFUNDED TO YOU ▶			24	
25	Amount of line 23 to be credited on 1977 estimated tax ▶ 25				

Pay amount on line 22 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

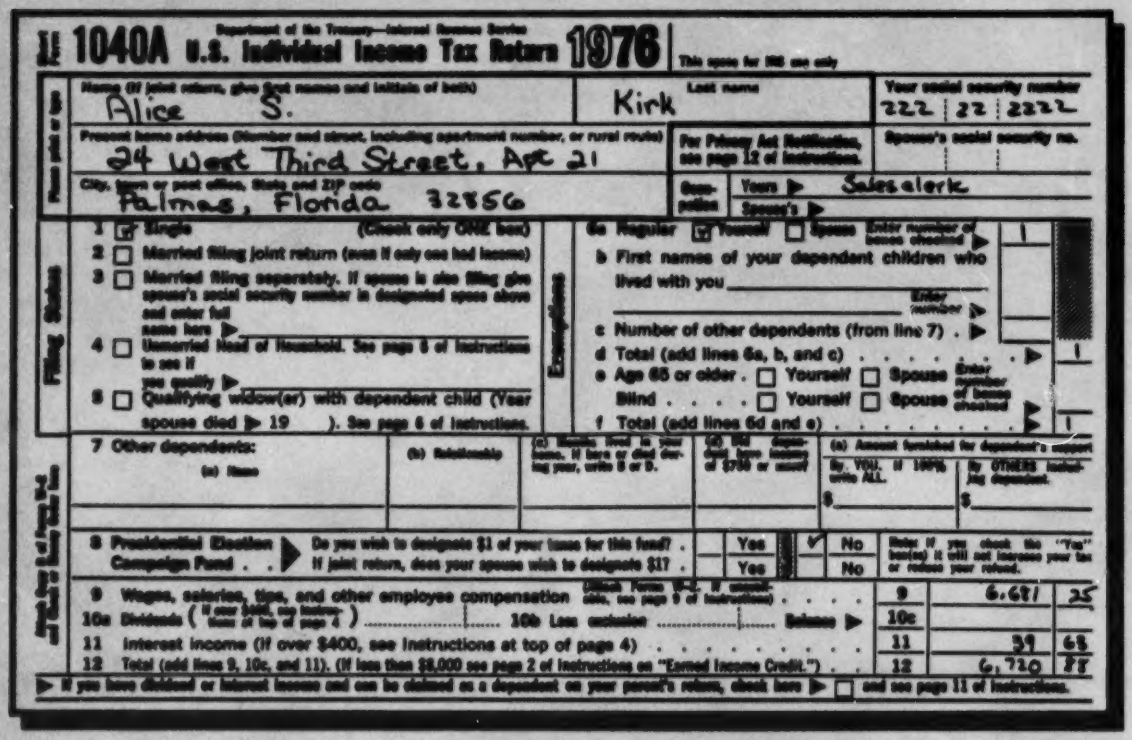
Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here ▶ Your signature Date — Student's signature today's date

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income) — Preparer's signature (and employer's name, if any) Date

Preparer's identifying number (see instructions) — Address and ZIP code

The completed form for Alice Kirk should look like this:



Form 1040A (1976) — If you want IRS to figure your tax, see page 10 of instructions. — Page 2

13a	Enter amount from line 12		13a	6.720 88
13b	If you checked box on line: 2 or 5, enter the greater of $2,100 OR 16% of line 13a—but not more than $2,800; 1 or 4, enter the greater of $1,700 OR 16% of line 13a—but not more than $2,400; 3, enter the greater of $1,050 OR 16% of line 13a—but not more than $1,400		13b	1.700 00
13c	Subtract line 13b from line 13a and enter difference		13c	5,020 88
14	Multiply total number of exemptions claimed on line 6f by $750		14	750 00
15	Taxable income. Subtract line 14 from line 13c and enter difference		15	4,270 88
16	Tax: If line 15 is $20,000 or less, find tax in Tax Table on pages 13–15. If line 15 is more than $20,000, use Tax Rate Schedule X, Y, or Z, on page 16		16	748 00
17a	Multiply $35.00 by the number of exemptions on line 6d	17a 35 00		
b	Enter 2% of line 15 but not more than $180 ($90 if box on line 3 checked)	17b 85 42		
c	If box on line 3 is checked see page 11 of instructions.		17c	85 42
18a	Subtract line 17c from line 16 and enter difference (but not less than zero)		18a	662 58
b	Credit for contributions to candidates for public office (see page 11 of instructions)		18b	
19	Income tax. Subtract line 18b from line 18a and enter difference (but not less than zero)		19	662 58
20a	Total Federal income tax withheld (attach Forms W-2 to front)	20a 722 50		
b	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 11 of instructions)	20b		
c	1976 estimated tax payments (include amount allowed as credit from 1975 return)	20c		
d	Earned income credit (from page 2 of instructions)	20d		
21	Total (add lines 20a through 20d)		21	722 50
22	If line 19 is larger than line 21, enter BALANCE DUE IRS		22	
23	If line 21 is larger than line 19, enter amount OVERPAID		23	59 92
24	Amount of line 23 to be REFUNDED TO YOU		24	59 92
25	Amount of line 23 to be credited on 1977 estimated tax ▶ 25			

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here: Alice S Kirk April 14, 1977 (Your signature, Date) — (Preparer's signature (and employer's name, if any), Date)

(Spouse's signature if filing jointly, BOTH must sign even if only one had income) — (Social security number (see instructions), Address and ZIP code)

This is one way to balance Rhoda's budget:

Rhoda's Budget Worksheet ☑ monthly ☐ weekly

Income	Type of Item	Item	Present Income	Change in Income	Future Income
	Pay	job	$420.00		$420.00
	Allowance				
	Other				
		Total Income:	$420		$420.00

Expenses		Present Spending	Change in Spending	Future Spending
Food	groceries and restaurants	$60.00		$60.00
Housing	rent, utilities, and phone	120.00		120.00
Transportation	car payment, gas, and tune-ups	50.00		50.00
Insurance	car, life, and health insurance	30.00		30.00
Medical & Dental	prescriptions	5.00		5.00
Clothing	clothes, shoes, dry cleaning	30.00	-5.00	25.00
Savings	regular savings	40	+20.00	60.00
Recreation	movies, scuba gear and lessons, auto shows	40.00	-5.00	35.00
Personal	visits to hairdresser, dance class, makeup	25.00	-5.00	20.00
Other	magazines and newspaper, gifts	20.00	-5.00	15.00

Total Income = Total Expenses
$420.00 = $420.00

Total Expenses: $420.00 $420.00

Appendix 2:

Income Tax Data Sheets

Name: Alice S. Kirk
Address: 24 West Third Street, Apartment 21
Palmas, Florida 32856
Social Security Number: 222-22-2222
Occupation: salesclerk
Filing Status: single
Number of Exemptions: one
Presidential Election Campaign Fund: does not wish to designate $1

W-2 Form

Wage and Tax Statement 1976

44-2245367
The Fashion Shop
579 East Fifth Street
Palmas, Florida 32855

Type or print EMPLOYER'S name, address, ZIP code and Federal identifying number.

Copy C
For employee's records

Employer's social security number	1 Federal income tax withheld	2 Wages, tips, and other compensation	3 FICA employee tax withheld	4 Total FICA wages
222-22-2222	$722.50	$6,681.25	$390.86	

Type or print Employee's name, address, and ZIP code below	5 Was employee covered by a qualified pension plan, etc.?	6	7
Alice S. Kirk 24 West Third Street Apt. 21 Palmas, Florida 32856			

Form W-2 — This information is being furnished to the Internal Revenue Service. — Department of the Treasury—Internal Revenue Service

Interest Income Form

Statement for Recipients of **1976**

Interest Income

Copy B For Recipient

Any amount shown in box 3, Amount of forfeiture, may be deducted from the recipient's gross income to arrive at adjusted gross income on Form 1040 for Federal tax purposes even if deductions are not itemized.

81-1215311
The Goodrich Bank
444 West Main Street
Palmas, Florida 32855

Type or print PAYER'S name, address, ZIP code, and Federal identifying number.

Recipient's identifying number	1 Earnings from savings and loan associations, credit unions, etc.	2 Other interest on bank deposits, etc. (Do not include amounts from box 1)	3 Amount of forfeiture
222-22-2222		$39.63	

Type or print RECIPIENT'S name, address, and ZIP code below.	4 Foreign tax paid (If eligible for foreign tax credit)	5 Foreign Country or U.S. Possession
Alice S. Kirk 24 West Third Street Apt. 21 Palmas, Florida 32856		

If this form shows two or more recipients, the recipient whose Federal identifying number is shown should file a Form 1087–INT with the Internal Revenue Service for each of the other recipients and provide each with a copy. However, a husband or wife is not required to file a Form 1087–INT to show payments for the other.

This information is being furnished to the Internal Revenue Service.

Form 1099–INT — Department of the Treasury—Internal Revenue Service

Name: Robert W. Price
Address: 662 Roberts Avenue
Smallville, Florida 32693
Social Security Number: 111-11-1111
Occupation: radio announcer
Filing Status: single
Number of Exemptions: one
Presidential Election Campaign Fund: wishes to designate $1

W-2 Form

Wage and Tax Statement 1976

41-6442440
WXYZ Broadcasting Company
2224 Melody Lane
Smallville, Florida 32691

Type or print EMPLOYER'S name, address, ZIP code and Federal identifying number.

Copy C
For employee's records

Employer's social security number	1 Federal income tax withheld	2 Wages, tips, and other compensation	3 FICA employee tax withheld	4 Total FICA wages
111-11-1111	$585.30	$6,422.35	$375.71	

Type or print Employee's name, address, and ZIP code below

5 Was employee covered by a qualified pension plan, etc.?	6	7

Robert W. Price
662 Roberts Avenue
Smallville, Florida 32693

Form W-2 — This information is being furnished to the Internal Revenue Service. — Department of the Treasury—Internal Revenue Service

Interest Income Form

Statement for Recipients of **1976**

Interest Income
Copy B For Recipient

22-8197734
Smallville State Bank
234 Dollar Drive
Smallville, Florida 32691

Type or print PAYER'S name, address, ZIP code, and Federal identifying number.

Any amount shown in box 3, Amount of forfeiture, may be deducted from the recipient's gross income to arrive at adjusted gross income on Form 1040 for Federal tax purposes even if deductions are not itemized.

Recipient's identifying number	1 Earnings from savings and loan associations, credit unions, etc.	2 Other interest on bank deposits, etc. (Do not include amounts from box 1)	3 Amount of forfeiture
111-11-1111		$26.34	

Type or print RECIPIENT'S name, address, and ZIP code below.

4 Foreign tax paid (If eligible for foreign tax credit)	5 Foreign Country or U.S. Possession

Robert W. Price
662 Roberts Avenue
Smallville, Florida 32693

If this form shows two or more recipients, the recipient whose Federal identifying number is shown should file a Form 1087-INT with the Internal Revenue Service for each of the other recipients and provide each with a copy. However, a husband or wife is not required to file a Form 1087-INT to show payments for the other.

This information is being furnished to the Internal Revenue Service.

Form 1099-INT — © GPO 1975 — Department of the Treasury—Internal Revenue Service

Name: Alan H. Biddle
Address: 4228 Buttonwood Way
Middletown, Florida 32459
Social Security Number: 247-63-9771
Occupation: cook
Filing Status: single
Number of Exemptions: one
Presidential Election Campaign Fund: wishes to designate $1

W-2 Form

Wage and Tax Statement 1976

21-0717487
The Dickens Restaurant
362 Plaza Way
Middletown, Florida 32458

Type or print EMPLOYER'S name, address, ZIP code and Federal identifying number.

Copy C
For
employee's records

Employer's social security number	1 Federal income tax withheld	2 Wages, tips, and other compensation	3 FICA employee tax withheld	4 Total FICA wages
247-63-9771	$646.42	$6,789.22	$285.21	

Type or print Employee's name, address, and ZIP code below	5 Was employee covered by a qualified pension plan, etc.?	6	7
Alan H. Biddle 4228 Buttonwood Way Middletown, Florida 32459	yes		

Form W-2 — This information is being furnished to the Internal Revenue Service. — Department of the Treasury—Internal Revenue Service

Interest Income Form

Statement for Recipients of **1976**

Interest Income

Copy B For Recipient

72-0654891
Middletown National Bank
222 Central Avenue
Middletown, Florida 32458

Type or print PAYER'S name, address, ZIP code, and Federal identifying number.

Any amount shown in box 3, Amount of forfeiture, may be deducted from the recipient's gross income to arrive at adjusted gross income on Form 1040 for Federal tax purposes even if deductions are not itemized.

Recipient's identifying number	1 Earnings from savings and loan associations, credit unions, etc.	2 Other interest on bank deposits, etc. (Do not include amounts from box 1)	3 Amount of forfeiture
247-63-9771		$26.94	

Type or print RECIPIENT'S name, address, and ZIP code below.	4 Foreign tax paid (If eligible for foreign tax credit)	5 Foreign Country or U.S. Possession
Alan H. Biddle 4228 Buttonwood Way Middletown, Florida 32459		

If this form shows two or more recipients, the recipient whose Federal identifying number is shown should file a Form 1087-INT with the Internal Revenue Service for each of the other recipients and provide each with a copy. However, a husband or wife is not required to file a Form 1087-INT to show payments for the other.

This information is being furnished to the Internal Revenue Service.

Form 1099-INT — * GPO 1975 O 575-097 01 3634-1915 — Department of the Treasury—Internal Revenue Service

Name: Louise L. Cate
Address: 377 West Prescott Street
Sand City, Florida 33341
Social Security Number: 286-31-2440
Occupation: radio dispatcher
Filing Status: single
Number of Exemptions: one
Presidential Election Campaign Fund: wishes to designate $1

W-2 Form

Wage and Tax Statement 1976

33-3869537
Sand City Radio Cab Company
444 Main Street
Sand City, Florida 33341

Type or print EMPLOYER'S name, address, ZIP code and Federal identifying number.

Copy C For employee's records

Employee's social security number	1 Federal income tax withheld	2 Wages, tips, and other compensation	3 FICA employee tax withheld	4 Total FICA wages
286-31-2440	$468.22	$5,624.14	$147.16	

Type or print Employee's name, address, and ZIP code below	5 Was employee covered by a qualified pension plan, etc.?	6	7
Louise L. Cate 377 West Prescott Street Sand City, Florida 33341			

Form W-2 — This information is being furnished to the Internal Revenue Service. — Department of the Treasury—Internal Revenue Service

Interest Income Form

Statement for Recipients of **1976**

Interest Income

Copy B For Recipient

Any amount shown in box 3, Amount of forfeiture, may be deducted from the recipient's gross income to arrive at adjusted gross income on Form 1040 for Federal tax purposes even if deductions are not itemized.

22-897145
Moneybags National Bank
33 East Wall Street
Sand City, Florida 33342

Type or print PAYER'S name, address, ZIP code, and Federal identifying number.

Recipient's identifying number	1 Earnings from savings and loan associations, credit unions, etc.	2 Other interest on bank deposits, etc. (Do not include coupons from box 1)	3 Amount of forfeiture
286-31-2440		$21.16	

Type or print RECIPIENT'S name, address, and ZIP code below.	4 Foreign tax paid (If eligible for foreign tax credit)	5 Foreign Country or U.S. Possession
Louise L. Cate 377 West Prescott Street Sand City, Florida 33341		

If this form shows two or more recipients, the recipient whose Federal identifying number is shown should file a Form 1087-INT with the Internal Revenue Service for each of the other recipients and provide each with a copy. However, a husband or wife is not required to file a Form 1087-INT to show payments for the other.

This information is being furnished to the Internal Revenue Service.

Form 1099-INT — © CPD 1975 — Department of the Treasury—Internal Revenue Service

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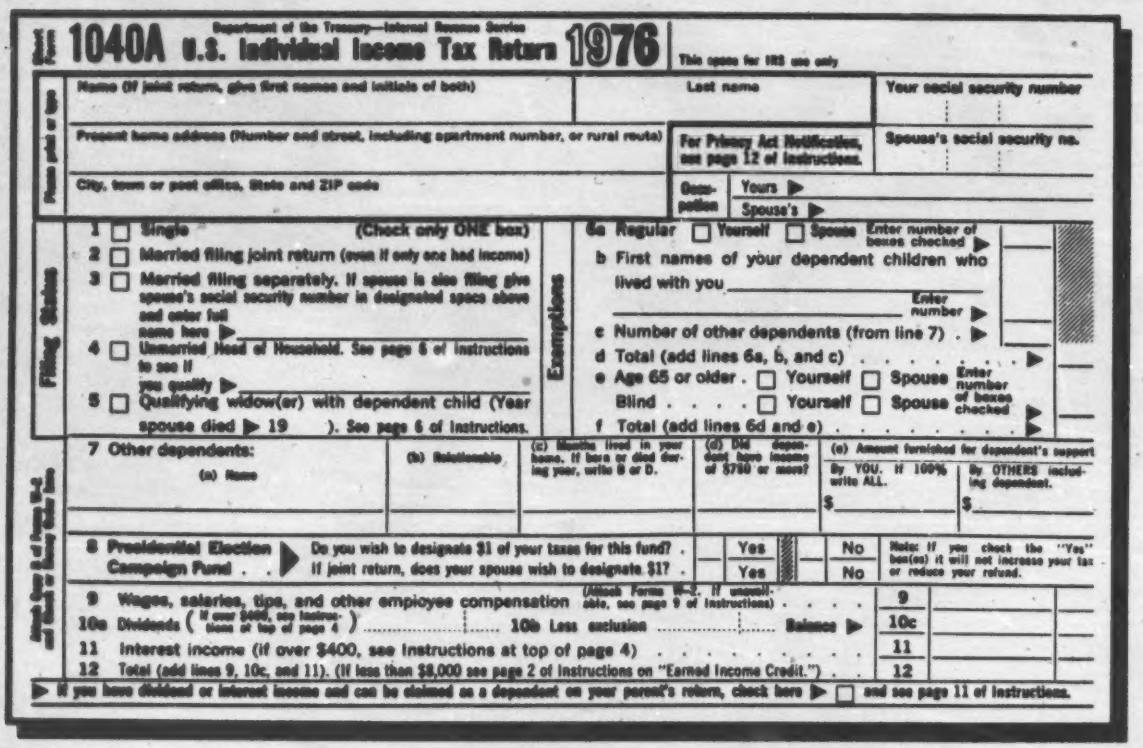
Appendix 3:

Blank Forms

1040A Form (Front)



Department of the Treasury—Internal Revenue Service

1040A U.S. Individual Income Tax Return 1976

This space for IRS use only

Please print or type

Name (If joint return, give first names and initials of both) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | For Privacy Act Notification, see page 12 of instructions. | Spouse's social security no.

City, town or post office, State and ZIP code | Occupation: Yours ▶ Spouse's ▶

Filing Status (Check only ONE box)

1 ☐ Single

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶

4 ☐ Unmarried Head of Household. See page 6 of instructions to see if you qualify ▶

5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). See page 6 of instructions.

Exemptions

6a Regular ☐ Yourself ☐ Spouse Enter number of boxes checked ▶

b First names of your dependent children who lived with you ____ Enter number ▶

c Number of other dependents (from line 7) ▶

d Total (add lines 6a, b, and c) ▶

e Age 65 or older . ☐ Yourself ☐ Spouse Enter number of boxes checked ▶
Blind . . . . ☐ Yourself ☐ Spouse

f Total (add lines 6d and e) ▶

Attach Copy B of Form(s) W-2 and Wage and Tax Statement(s) Here

7 Other dependents:

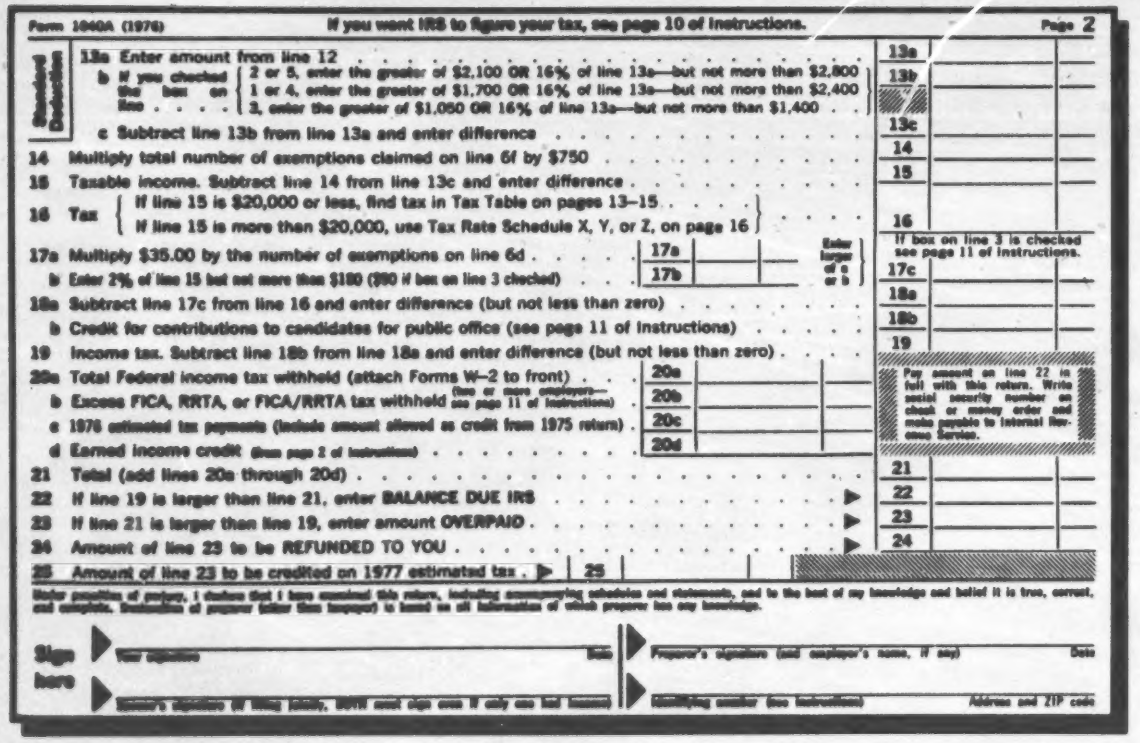
(a) Name	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount furnished for dependent's support: By YOU. If 100% write ALL.	By OTHERS including dependent.
				$	$

8 Presidential Election Campaign Fund . . ▶ Do you wish to designate $1 of your taxes for this fund? Yes No
If joint return, does your spouse wish to designate $1? Yes No
Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

9	Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 9 of instructions)	9	
10a	Dividends (If over $400, see instructions at top of page 4) 10b Less exclusion Balance ▶	10c	
11	Interest income (if over $400, see instructions at top of page 4)	11	
12	Total (add lines 9, 10c, and 11). (If less than $8,000 see page 2 of instructions on "Earned Income Credit.")	12	

▶ If you have dividend or interest income and can be claimed as a dependent on your parent's return, check here ▶ ☐ and see page 11 of instructions.

1040A Form (Back)



Form 1040A (1976) — If you want IRS to figure your tax, see page 10 of instructions. — Page 2

Standard Deduction

13a	Enter amount from line 12	13a	
b	If you checked the box on line . . . . 2 or 5, enter the greater of $2,100 OR 16% of line 13a—but not more than $2,800 1 or 4, enter the greater of $1,700 OR 16% of line 13a—but not more than $2,400 3, enter the greater of $1,050 OR 16% of line 13a—but not more than $1,400	13b	
c	Subtract line 13b from line 13a and enter difference	13c	
14	Multiply total number of exemptions claimed on line 6f by $750	14	
15	Taxable income. Subtract line 14 from line 13c and enter difference	15	
16	Tax { If line 15 is $20,000 or less, find tax in Tax Table on pages 13–15 If line 15 is more than $20,000, use Tax Rate Schedule X, Y, or Z, on page 16 }	16	
17a	Multiply $35.00 by the number of exemptions on line 6d . . . 17a		Enter larger of a or b
b	Enter 2% of line 15 but not more than $180 ($90 if box on line 3 checked) . . . 17b		
18a	Subtract line 17c from line 16 and enter difference (but not less than zero)	18a	
b	Credit for contributions to candidates for public office (see page 11 of instructions)	18b	
19	Income tax. Subtract line 18b from line 18a and enter difference (but not less than zero)	19	
20a	Total Federal income tax withheld (attach Forms W-2 to front) . . 20a		
b	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 11 of instructions) . 20b		
c	1976 estimated tax payments (include amount allowed as credit from 1975 return) . 20c		
d	Earned income credit (from page 2 of instructions) 20d		
21	Total (add lines 20a through 20d)	21	
22	If line 19 is larger than line 21, enter BALANCE DUE IRS ▶	22	
23	If line 21 is larger than line 19, enter amount OVERPAID ▶	23	
24	Amount of line 23 to be REFUNDED TO YOU ▶	24	
25	Amount of line 23 to be credited on 1977 estimated tax ▶ 25		

If box on line 3 is checked see page 11 of instructions.

Pay amount on line 22 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here: Your signature — Date | Preparer's signature (and employer's name, if any) — Date

Spouse's signature (if filing jointly, BOTH must sign even if only one had income) | Identifying number (see instructions) — Address and ZIP code

W-2 Form

Wage and Tax Statement 1976

Type or print EMPLOYER'S name, address, ZIP code and Federal identifying number.

Copy C For employee's records

Employee's social security number	1 Federal income tax withheld	2 Wages, tips, and other compensation	3 FICA employee tax withheld	4 Total FICA wages
Type or print Employee's name, address, and ZIP code below		5 Was employee covered by a qualified pension plan, etc.?	6	7

Form W-2 — This information is being furnished to the Internal Revenue Service. — Department of the Treasury—Internal Revenue Service

Interest Income Form

Statement for Recipients of **1976**

Interest Income

Copy B For Recipient

Any amount shown in box 3, Amount of forfeiture, may be deducted from the recipient's gross income to arrive at adjusted gross income on Form 1040 for Federal tax purposes even if deductions are not itemized.

Type or print PAYER'S name, address, ZIP code, and Federal identifying number.

Recipient's identifying number	1 Earnings from savings and loan associations, credit unions, etc.	2 Other interest on bank deposits, etc. (Do not include amounts from box 1)	3 Amount of forfeiture
Type or print RECIPIENT'S name, address, and ZIP code below.		4 Foreign tax paid (If eligible for foreign tax credit)	5 Foreign Country or U.S. Possession

If this form shows two or more recipients, the recipient whose Federal identifying number is shown should file a Form 1087-INT with the Internal Revenue Service for each of the other recipients and provide each with a copy. However, a husband or wife is not required to file a Form 1087-INT to show payments for the other.

This information is being furnished to the Internal Revenue Service.

Form 1099-INT — Department of the Treasury—Internal Revenue Service

_____ Budget Worksheet ☐ monthly ☐ weekly

Income	Type of Item	Item	Present Income	Change in Income	Future Income
	Pay				
	Allowance				
	Other				
		Total Income:			

Expenses		Present Spending	Change in Spending	Future Spending
	Food			
	Housing			
	Transportation			
	Insurance			
	Medical & Dental			
	Clothing			
	Savings			
	Recreation			
	Personal			
	Other			

Total Income = Total Expenses	Total Expenses:
=	

SAMPLE

PAY TO THE ORDER OF _____ 19____

_____ $_____

_____ DOLLARS

Our Town State Bank

FOR _____

⑆0631⑈0068⑆ 0100 565851⑈

— DEPOSIT SLIP —

NAME _____

DATE _____ 19____

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
Total Deposit		

Our Town State Bank

⑆ ⑆⑆⑆⑆ ⑆⑆⑆

BE SURE TO DEDUCT ANY PER CHECK CHARGES OR MAINTENANCE CHARGES THAT MAY APPLY

DATE	CHECK NUMBER	CHECKS ISSUED TO OR DEPOSIT RECEIVED FROM	AMOUNT OF DEPOSIT	✓	AMOUNT OF CHECK	BALANCE

63

Our Town State Bank STATEMENT OF CHECKING ACCOUNT

ACCOUNT NUMBER	FOR THE PERIOD TO	PREVIOUS BALANCE

CHECKS AND CHARGES		DEPOSITS/CREDITS	DATE	BALANCE

TAKE THESE EASY STEPS TO BALANCE YOUR CHECKBOOK

A WRITE THE SERVICE CHARGE SHOWN ON THE BANK STATEMENT IN YOUR CHECKBOOK AND SUBTRACT IT FROM THE CURRENT BALANCE.

B PLACE A MARK (✓) IN YOUR CHECKBOOK BESIDE THE SERVICE CHARGE.

THEN PLACE A MARK (✓) IN YOUR CHECKBOOK BESIDE EVERY DEPOSIT AND CHECK THAT IS SHOWN ON THE BANK STATEMENT.

C ON THE BALANCING FORM BELOW, LIST THE AMOUNTS OF ALL OUTSTANDING DEPOSITS (DEPOSITS THAT DO *NOT* HAVE A MARK (✓) BESIDE THEM).

ADD UP ALL OF THE OUTSTANDING DEPOSITS AND PLACE THE TOTAL ON THE BALANCING FORM AFTER "LIST AND TOTAL ALL OUTSTANDING DEPOSITS."

D IN THE BOXES UNDER "CHECKS OUTSTANDING," LIST THE CHECK NUMBER AND THE AMOUNT OF ALL OUTSTANDING CHECKS (CHECKS THAT DO *NOT* HAVE A MARK (✓) BESIDE THEM).

ADD UP THE OUTSTANDING CHECKS AND PUT THE TOTAL IN THE BOX MARKED "TOTAL" AT THE BOTTOM OF THE COLUMN.

E FILL IN THE BALANCING FORM BELOW:

WRITE IN THE NEW BALANCE FROM THE STATEMENT.

LIST AND TOTAL THE OUTSTANDING DEPOSITS (STEP C ABOVE).

ADD TOGETHER THE NEW BALANCE AND THE TOTAL OF THE OUTSTANDING DEPOSITS. WRITE IN THAT AMOUNT.

WRITE IN THE TOTAL OF THE CHECKS OUTSTANDING.

SUBTRACT THE TOTAL OF THE CHECKS OUTSTANDING FROM THE TOTAL ABOVE IT (THE NEW BALANCE PLUS THE OUTSTANDING DEPOSITS). THIS IS THE ADJUSTED BANK BALANCE. THE ADJUSTED BANK BALANCE SHOULD BE THE SAME AS THE CURRENT BALANCE IN YOUR CHECKBOOK. IF IT IS NOT, GO BACK AND CHECK YOUR WORK.

CHECKS OUTSTANDING		
CHECK NUMBER	AMOUNT	
TOTAL		

BALANCING FORM

WRITE IN THE "NEW BALANCE" SHOWN ON THE FRONT OF THE STATEMENT	
LIST AND TOTAL ALL OUTSTANDING DEPOSITS. WRITE THE TOTAL HERE	
ADD THE TWO NUMBERS ABOVE (THE NEW BALANCE AND THE TOTAL OF THE OUTSTANDING DEPOSITS). WRITE IN THE SUM HERE	
WRITE IN THE TOTAL CHECKS OUTSTANDING	
SUBTRACT THE TOTAL CHECKS OUTSTANDING FROM THE NUMBER ABOVE IT (NEW BALANCE PLUS OUTSTANDING DEPOSITS). THIS IS THE ADJUSTED BANK BALANCE	

Appendix 4:

Additional Copies of Unit Tests

Unit Test: Form A

(Employability Skills: Personal Finances)

Name _____

Date _____

Fill in the blanks.

1. *(Objective 2)* Match each fringe benefit with its definition (meaning) by placing the letter of the correct definition in the blank next to the fringe benefit.

____ 1. bonus	a. This gives you time off with pay.
____ 2. sick pay	b. This will pay you if you lose your job.
____ 3. health insurance	c. This will help you pay your doctor bills.
____ 4. workmen's compensation	d. This gives you time off for sickness, with pay.
	e. This could be an extra check at Christmas.
	f. This gives you cash payments and medical care if you are hurt on the job.

2. *(Objective 8)* List three reasons for keeping a personal budget.

   1. _____

   2. _____

   3. _____

3. *(Objective 11)* Below is a list of loan sources (ways or places you can borrow money). Write *high* in the blank next to the sources that charge high interest rates. Write *low* in the blank next to the sources that charge low interest rates.

_____ 1. banks	_____ 4. loan companies
_____ 2. pawnshops	_____ 5. mail order loans
_____ 3. credit unions	_____ 6. borrowing on life insurance policies

4. *(Objective 5)* Ted spent a long time planning his budget. List five smart shopping rules that may help him live within his budget.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

5. *(Objective 1)* List three deductions that may be taken out of your paycheck.

   1. _____

   2. _____

   3. _____

6. *(Objective 6)* List the four dangers of buying on credit.

1. _____

2. _____

3. _____

4. _____

7. *(Objective 3)* List three services that the federal government spends your tax money on.

1 _____ 2 _____ 3 _____

8. *(Objective 7)* Lena is buying a car. What are three things that could happen if she does not make her car payments on time?

1. _____

2. _____

3. _____

9. *(Objective 10)* Match each type of insurance with its description (meaning) by placing the letter of the correct description in the blank in front of the type of insurance.

___ 1. life insurance
___ 2. health insurance
___ 3. homeowner's insurance
___ 4. automobile collision insurance
___ 5. automobile liability insurance

a. Pays part of your medical bills
b. Pays your salary if you lose your job
c. Provides money for your family when you die
d. Pays for damage to your car if you have an accident
e. Pays for new furniture if your house burns down
f. Pays for injuries to people who are hurt by your car
g. Pays you if your car is stolen or broken into

10. *(Objective 12)* Joe is trying to decide if he wants to put his money in a savings account. Give three reasons for keeping a savings account that you could tell Joe.

1. _____

2. _____

3. _____

Unit Test: Form B
(Employability Skills: Personal Finances)
Fill in the blanks.

Name _____

Date _____

1. *(Objective 5)* Leroy has made a budget. What are five smart shopping rules that may help him live within his budget?

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

2. *(Objective 10)* Match each type of insurance with its description (meaning) by placing the letter of the correct description in the blank in front of the type of insurance.

   ____ 1. life insurance
   ____ 2. health insurance
   ____ 3. homeowner's insurance
   ____ 4. automobile collision insurance
   ____ 5. automobile liability insurance

   a. Pays part of your medical bills
   b. Pays your salary if you lose your job
   c. Provides money for your family when you die
   d. Pays for damage to your car after an accident
   e. Pays for new furniture if your house burns down
   f. Pays for injuries to people whom you hurt with your car
   g. Pays you if your car is stolen or broken into

3. *(Objective 12)* Mary thinks that she might want to put her money in a savings account. Give her three reasons for keeping a savings account.

   1. _____
   2. _____
   3. _____

4. *(Objective 1)* What are three deductions that may be taken out of your paycheck?

   1. _____
   2. _____
   3. _____

5. *(Objective 6)* What are the four dangers of buying on credit?

1. _____

2. _____

3. _____

4. _____

6. *(Objective 11)* Below is a list of loan sources (ways or places you can borrow money). Write *high* in the blank next to the sources that charge high interest rates. Write *low* in the blank next to the sources that charge low interest rates.

_____ 1. banks
_____ 2. pawnshops
_____ 3. credit unions
_____ 4. loan companies
_____ 5. mail order loans
_____ 6. borrowing on life insurance policies

7. *(Objective 2)* Match each fringe benefit with its definition (meaning) by placing the letter of the correct definition in the blank next to the fringe benefit.

a. A certain number of days off with pay
b. A program that pays you if you lose your job through no fault of your own
c. Helps you to pay your doctor bills
d. A certain number of days off for sickness, with pay
e. An extra check from your employer at Christmas
f. A program that pays you if you get hurt or get sick because of your job

___ 1. bonus
___ 2. sick pay
___ 3. health insurance
___ 4. workmen's compensation

8. *(Objective 3)* List three services that the federal government spends your tax money on.

1. _____ 2. _____ 3. _____

9. *(Objective 7)* Joe is buying a color TV. What are three things that could happen if he does not make his credit payments on time?

1. _____

2. _____

3. _____

10. *(Objective 8)* List three reasons for keeping a personal budget.

1. _____

2. _____

3. _____

Appendix 5:

Instructor Record Sheets

Instructor Record Sheet: Personal Finances

Each student should be allowed at least three attempts to pass the performance test on each objective. The Performance Test Answer Key is on page 30.
Each student should be allowed at least two attempts to pass the unit test upon completing the unit. The Unit Test Answer Key is on page 38.
This covers the knowledge objectives: 1, 2, 3, 5, 6, 7, 8, 10, 11, and 12.

Suggested System for Recording:
Place a 0 under each try not satisfactorily completed by the student.
Place a 1 under each try satisfactorily completed by the student.
If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

	KNOWLEDGE OBJECTIVES			PERFORMANCE OBJECTIVES														
	PRETEST	POSTTEST		PERFORMANCE TESTS														
	UNIT TEST Form A	UNIT TEST Form B	Form A	OBJ. 4 (p. 64) Filing Income Tax			OBJ. 9 (p. 105) Balancing a Budget			OBJ. 13 (p. 137) Filling Out a Deposit Slip			OBJ. 14 (p. 147) Writing a Check			OBJ. 15 (p. 169) Balancing a Checkbook		
Student Name	Only Try	1st Try	2nd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit. The student has completed the unit when s(he) has:
1. made a passing score on the posttest (unit test) **AND**
2. passed the performance test for every performance objective.

Instructor Record Sheet: Personal Finances

Each student should be allowed at least three attempts to pass the performance test on each objective. The **Performance Test Answer Key** is on page 30.
Each student should be allowed at least two attempts to pass the unit test upon completing the unit. The **Unit Test Answer Key** is on page 38.
This covers the knowledge objectives: 1, 2, 3, 5, 6, 7, 8, 10, 11, and 12.

Suggested System for Recording:
Place a 0 under each try not satisfactorily completed by the student.
Place a 1 under each try satisfactorily completed by the student.
If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

KNOWLEDGE OBJECTIVES

	PRETEST	POSTTEST	
	UNIT TEST Form A	UNIT TEST Form B	UNIT TEST Form A
Student Name	Only Try	1st Try	2nd Try

PERFORMANCE OBJECTIVES

PERFORMANCE TESTS															
OBJ. 4 (p. 64) Filing Income Tax			OBJ. 9 (p. 106) Balancing a Budget			OBJ. 13 (p. 137) Filling Out a Deposit Slip			OBJ. 14 (p. 147) Writing a Check			OBJ. 15 (p. 169) Balancing a Checkbook		
1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit. The student has completed the unit when s(he) has:
1. made a passing score on the posttest (unit test) **AND**
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Instructor Record Sheet: Personal Finances

Each student should be allowed at least three attempts to pass the performance test on each objective. The **Performance Test Answer Key** is on page 30.
Each student should be allowed at least two attempts to pass the unit test upon completing the unit. The **Unit Test Answer Key** is on page 38.
This covers the knowledge objectives: 1, 2, 3, 5, 6, 7, 8, 10, 11, and 12.

Suggested System for Recording:
Place a 0 under each try not satisfactorily completed by the student.
Place a 1 under each try satisfactorily completed by the student.
If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

KNOWLEDGE OBJECTIVES

	PRETEST	POSTTEST	
	UNIT TEST Form A	UNIT TEST Form B	Form A
Student Name	Only Try	1st Try	2nd Try

PERFORMANCE OBJECTIVES

PERFORMANCE TESTS															
OBJ. 4 (p. 64) Filing Income Tax			OBJ. 9 (p. 105) Balancing a Budget			OBJ. 13 (p. 137) Filling Out a Deposit Slip			OBJ. 14 (p. 147) Writing a Check			OBJ. 15 (p. 169) Balancing a Checkbook		
1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit. The student has completed the unit when s(he) has:
1. made a passing score on the posttest (unit test) **AND**
2. passed the performance test for every performance objective.